



Accountability for student success in Washington higher education

December 2006

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January 2007

Accountability for Student Success in Washington Higher Education

Preface

Washington's higher education institutions and the state have struggled for many years to develop consistent, meaningful, mutually acceptable accountability standards. Since 1995, accountability policies have changed at least every three years, and as often as annually. (See Appendix I for a chronology of the state's varying approaches to accountability policy).

Continual changes in accountability policy and targets have prevented institutions from fully implementing a common set of strategies designed to meet a common set of goals. This fluid accountability environment has created confusion among some institutions, which start in one direction and then must reverse their field as new policies and targets emerge.

Optimally, a student entering a community college who wishes to transfer to a four-year institution should complete an associate degree in two years and a bachelor's degree in two additional years. However, this 'optimal' progress actually occurs among only a relatively small number of students. Many students need five or more years to complete a bachelor's degree; three years or longer to obtain an associate degree; and one year or more to complete a job-related certificate program.

How can institutions, faced with continually changing short-term goals, tackle this broader problem in a consistent and effective manner? Even the best conceivable higher education accountability policy cannot provide much benefit if colleges and universities are not given several years, at the very least, to implement strategies for achieving the goals of the policy.

The accountability standards and measurements presented in this report were created by the state's higher education institutions in collaboration with the HECB in response to HB 3103 in 2004. Institutional progress will be assessed and reported on in three two-year intervals leading to a six-year accountability report due after the 2010-11 academic year.

It is important to note that changes in accountability policy can significantly lengthen – by up to six years – the amount of time it takes to achieve meaningful data. Therefore, the HECB recommends making only modest refinements to these measurements in each two-year cycle, saving more significant changes for the six-year assessment cycle.

Accountability standards proposed in the Washington Learns Steering Committee Final Report appear to differ slightly from those in this report. The HECB encourages the Legislature and the Governor to consider carefully the effect future changes in accountability policy may have on data gathering and program development. Consistency is needed to provide produce a truly meaningful accountability system for students, colleges, universities and the public.



January 2007

Accountability for Student Success in Washington Higher Education

Introduction

In 2004, the Legislature and the Governor revised the roles and responsibilities of the Higher Education Coordinating Board (HECB). House Bill 3103 directed the HECB to establish an accountability monitoring and reporting system to determine how performance would be measured, set targets for achievement within this framework, and gather and periodically report data on results.

The HECB developed a performance measurement framework, which was adopted by the Board in April 2005. However, the 2005-07 state budget contained additional accountability provisions that did not precisely align with the framework adopted by the Board. This resulted in what appeared to be two different state accountability systems that were not coordinated or consistent. Institutions were unclear about state expectations.

To streamline the number and scope of accountability performance measures, and to clarify the state's highest priorities, the HECB convened representatives of the institutions, the State Board for Community and Technical Colleges and the Office of Financial Management early in 2006. These groups created a revised accountability framework with new, more ambitious performance targets. OFM and the HECB approved the new framework and targets in May 2006.

The revised framework included a measure of three-year transfer outcomes intended to show how well the two-year and four-year sectors of higher education are connecting to form a single system that works seamlessly for the student. Some long-standing measures were refined; some were discarded.

As a part of its mandate under House Bill 3103, the HECB is directed to review higher education system achievements annually and to report achievements every two years. This report fulfills the biennial requirement to share with policymakers and the public the results achieved in the public higher education system in Washington.

A separate summary report presents aggregate statewide accountability data from the most recent academic year for which statewide data are available (in most cases, the 2005-06 academic year). More in-depth data for each four-year institution, as well as background information and contextual data, is included in this report. HB 3103 also directs the HECB to define measurable indicators of its own performance as an agency; those indicators are also included in this report.

Trend data from two previous periods are shown – the annual average for the five years from the 1997-98 academic year through 2001-02, and the annual average for the three years immediately preceding the most recent year. Data from other states has been included to enrich the comparative perspective.

Accountability measurements such as the ones described here will enable our state higher education institutions to better serve their students, now and in the future. The HECB appreciates the contributions of the legislature, the institutions, other governing boards, OFM, the Governor's Office, and many other individuals who have helped create this new evaluation structure.

Transfer

Students who transfer from two- to four-year institutions make up about 40 percent of those earning degrees annually in Washington. More than 70 percent of the students who access higher education in our state do so first at a two-year institution. Seen from this perspective, the transfer process is a vital link in our state's higher education system.

Washington has met the challenge of providing initial access to postsecondary education by developing a robust community and technical college system. Our state ranks fifth in the nation in two-year system participation. Conversely, Washington ranks near the bottom – 45th – in public four-year system participation.

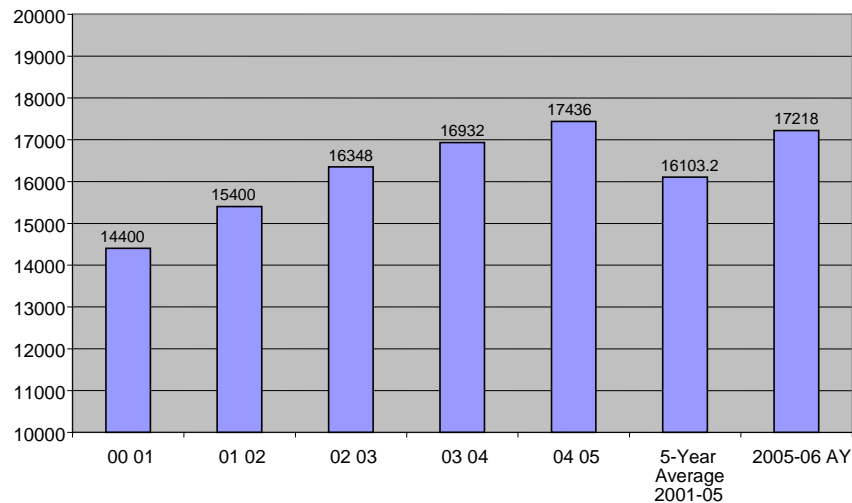
Washington developed its higher education system in response to the fact that its population is widely distributed in different geographic and economic centers. Considerations of cost, physical access for place-bound students, an emphasis on workforce development, and other elements fostered a conservative approach to authorizing new four-year institutions.

As Washington's population has more than doubled in the last 20 years, the state has attempted to expand its four-year capacity by developing regional affiliates. However, transfer remains a principal element of the system and increasing transfer success rates a principal means of ensuring that more students earn bachelor's degrees.

The accountability framework contains three performance measures providing insight about transfer. One measure reports the number of students who complete at least 45 credits of core coursework with a GPA of 2.0 or higher. This data is displayed in Figure 1. Results show a steadily growing number of students reaching this benchmark between 2000 and 2005. There was a slight drop in the number of students deemed "ready for transfer" in 2006. However, even with this drop the 2006 level exceeded by 1,100 students the annual average over the previous five years.

Figure 1

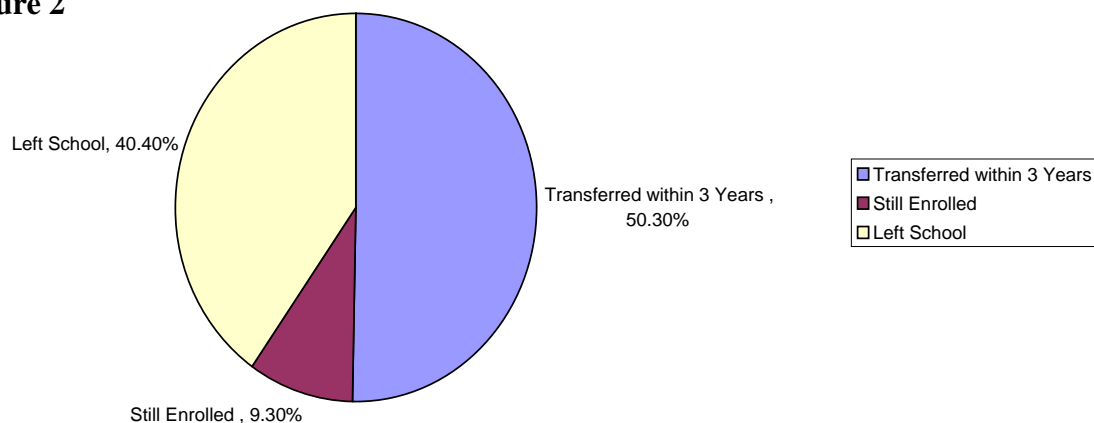
**Number of CTC Students Earning 45 or More Core Course Credits with Minimum 2.0 GPA
READY FOR TRANSFER**



Another measure focuses on whether students are realizing their intent to transfer. To measure this it is necessary to determine what happened within a three-year period of the time students enrolled in the two-year college sector indicating they intend to transfer to a four-year institution. Baseline data is given for students who enrolled at Washington community and technical colleges in 2001-02 declaring their intention to transfer and pursue a four-year degree. Students who completed at least 15 college level credits were included. Trend information is not yet available.

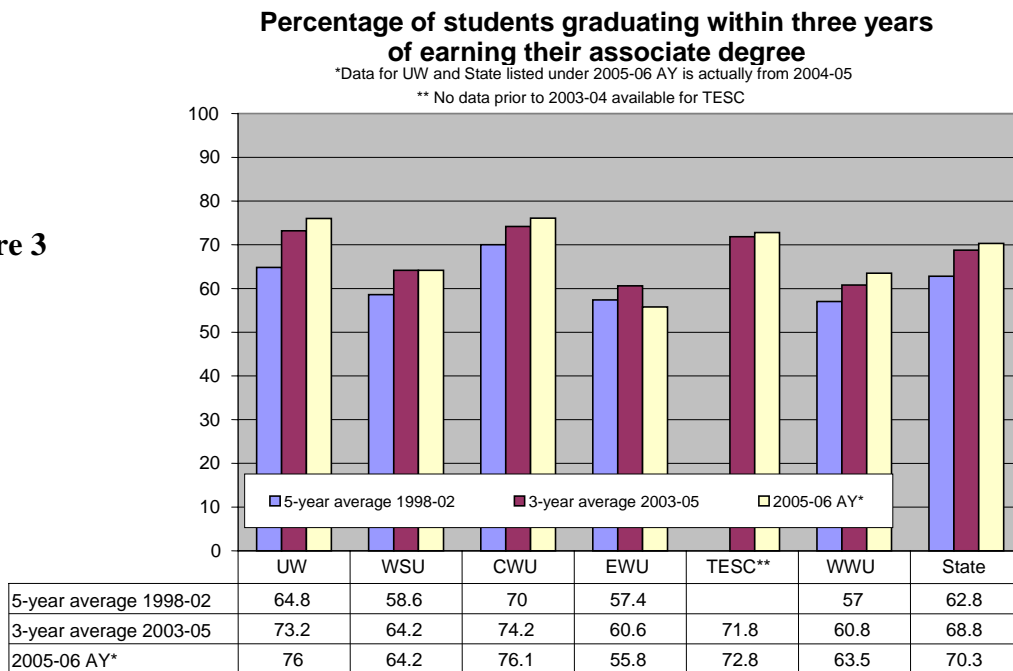
**Three-year outcomes for students who completed at least 15 credits at
community colleges after enrolling in 2001-2002 indicating they intended to
pursue a bachelor's degree**

Figure 2



The performance measure shown below in Figure 3 examines transfer outcomes for students who transferred with an associate degree from a Washington community college are included.

Figure 3



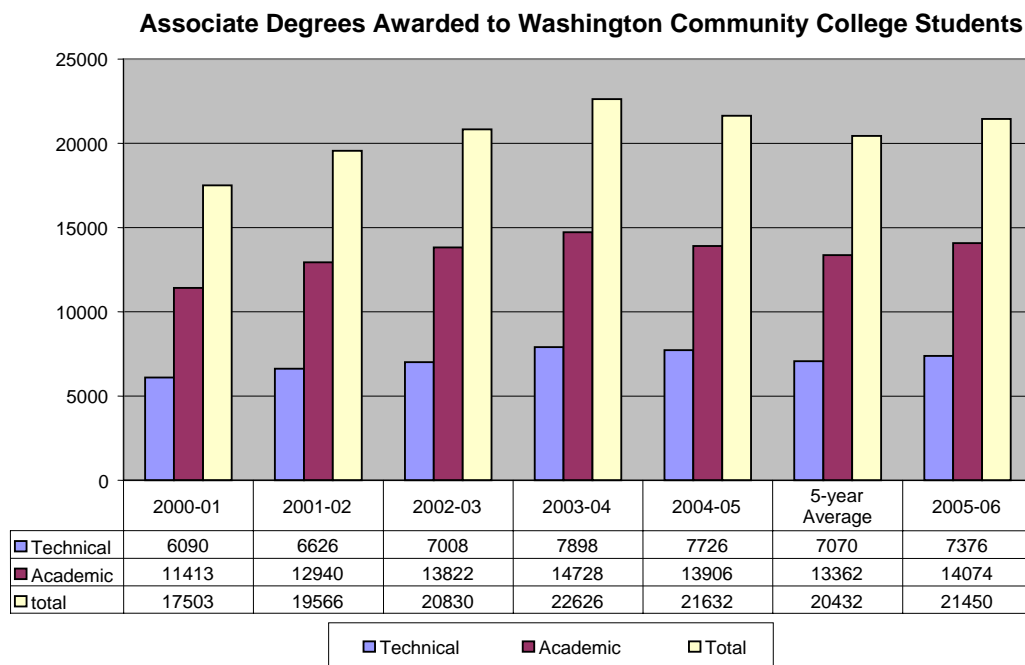
Degrees Awarded

The 2004 Strategic Master Plan for Higher Education established goals to increase the number of associate degrees awarded annually to 27,000 and the number of bachelor's degrees to 30,000 by 2010. The master plan and the accountability system focus on degrees awarded because completion is a vital component of the success for both the student and the educational institution.

Associate Degrees

Washington community and technical colleges annually award 18 associate degrees per 1,000 residents aged 20 to 34, a high rate of degree production compared to other states. The fact that 70 percent of Washington's postsecondary students gain access through the state's community college system contributes to this high rate of associate degree production. Figure 4 below shows associate degree production.

Figure 4

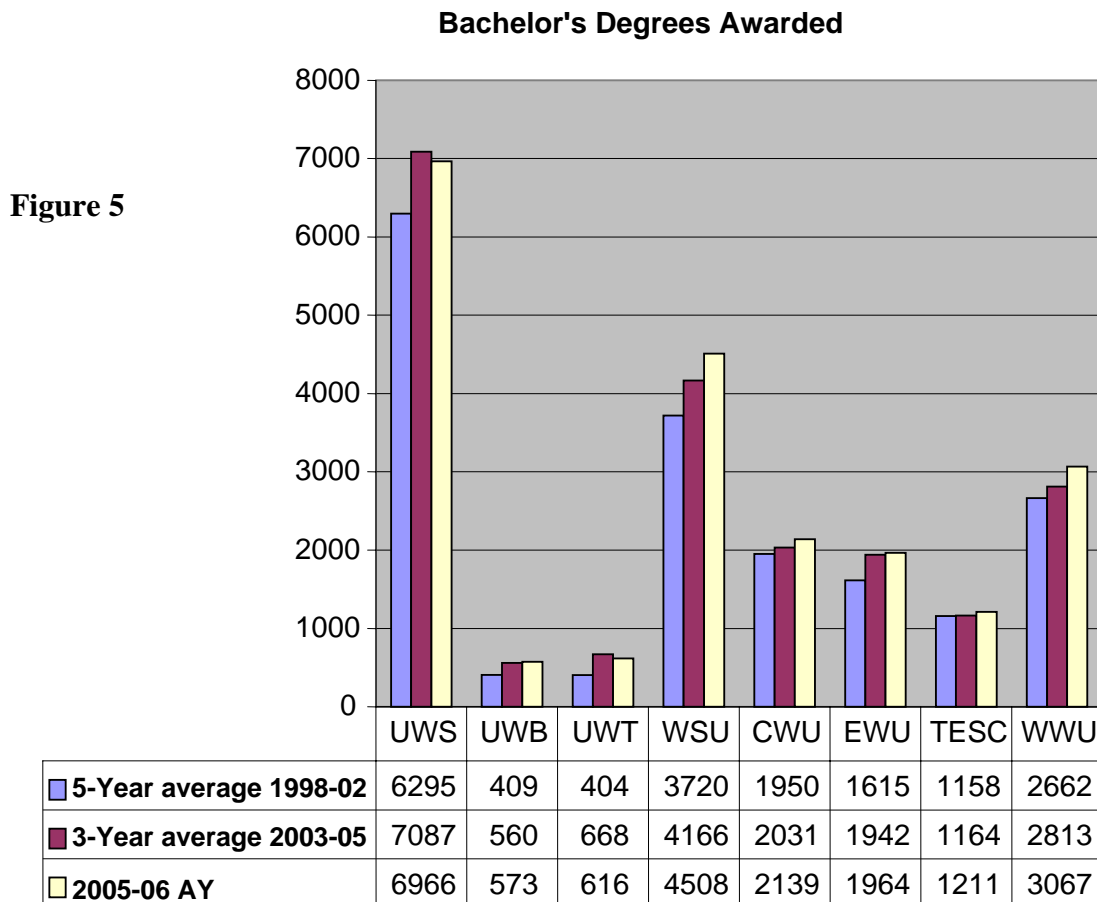


Bachelor's Degrees

Almost 21 bachelor's degrees per 1,000 residents (age 20 to 34) are awarded by the state's public four-year colleges and universities in Washington annually. This is low compared to other states. It indicates that too few students are participating in higher education. It also indicates that too few of those who attend the community and technical colleges transfer successfully.

Washington performs well in graduating those students who do enroll in four-year institutions. Figure 5 below shows that when degree production is examined in relation to the size of the student population, it is evident that Washington's higher education system is highly productive

In comparison with leading states (U.S. Global Challenge states that score highest on the New Economy Index) and leading countries in Europe and Asia (OECD countries), Washington's higher education can be seen as highly productive. For example, Washington exceeds all the Global Challenge states, outperforms numerous OECD countries, and far surpasses the U.S. national average in degrees conferred per 1,000 enrolled students.



High-Demand Bachelor's Degrees

The HECB's 2004 Strategic Master Plan for Higher Education emphasizes the tremendous importance of a higher education system that responds to the needs of the state's economy. The performance measure for the number of bachelor's degrees in high-demand fields is included to address this priority.

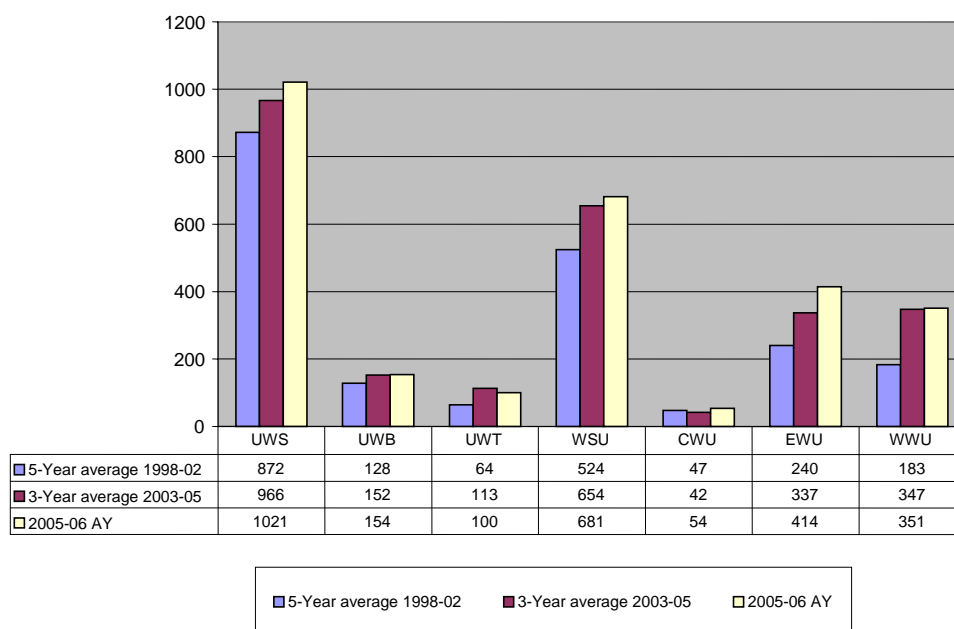
In the Statewide and Regional Needs Assessment, the HECB defined as "high demand" those fields in which demand from students, employers and the community were all high.

Engineering, computer science, and health care professions lead the list. Although targeted funding for expanding high-demand degree programs has been intermittent over the last few biennia, degree production in these fields has increased steadily in Washington.

High-demand programs also are often high-cost programs. Higher costs for faculty salaries, equipment and facilities must be factored in legislative funding decisions linked to increased high-demand program development and degree production.

High-Demand Bachelor's Degrees Awarded

Figure 6



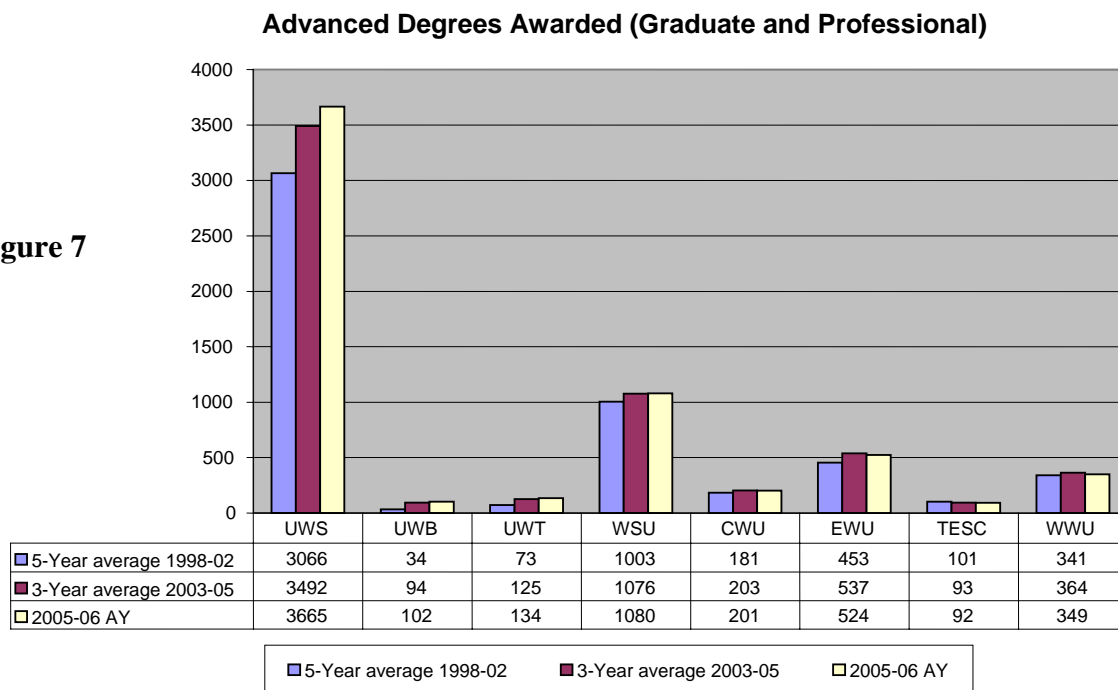
Graduate/Professional Degrees

Washington institutions award 7.9 advanced degrees annually per 1,000 residents from 20 to 34 years old. This output is lowest among the eight Global Challenge States.

Washington's very low participation rate (47th in the nation for public graduate and professional student participation) must be taken into account when interpreting these data. Private institutions award 44 percent of the advanced degrees in Washington. The master plan goal is to confer 11,500 advanced degrees per year by 2010.

Public institutions awarded 6,147 advanced degrees in 2005-06, an increase of 28 percent since the 1997-98 academic year. In spite of this progress, graduate and professional degree production will have to increase 64 percent to reach the average for the Global Challenge States.

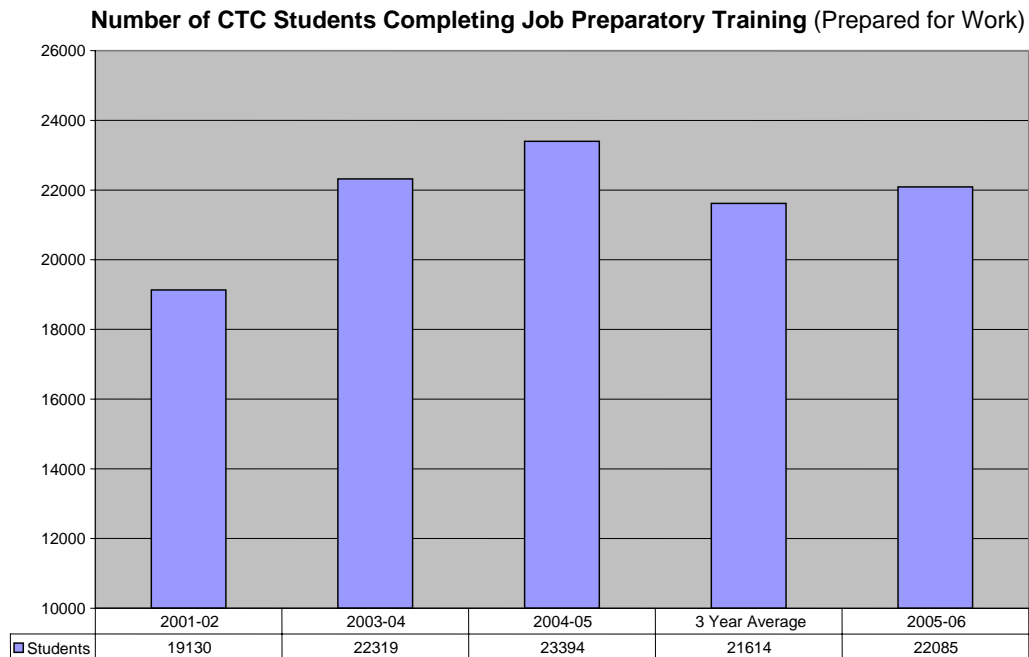
Figure 7



Workforce and Basic Skills

Several years ago the SBCTC developed performance measures for workforce preparation and for adult basic skills. Figure 8 below shows the number of students who completed a professional or technical certificate or degree and achieved industry skill standards.

Figure 8



Basic Skills Competency

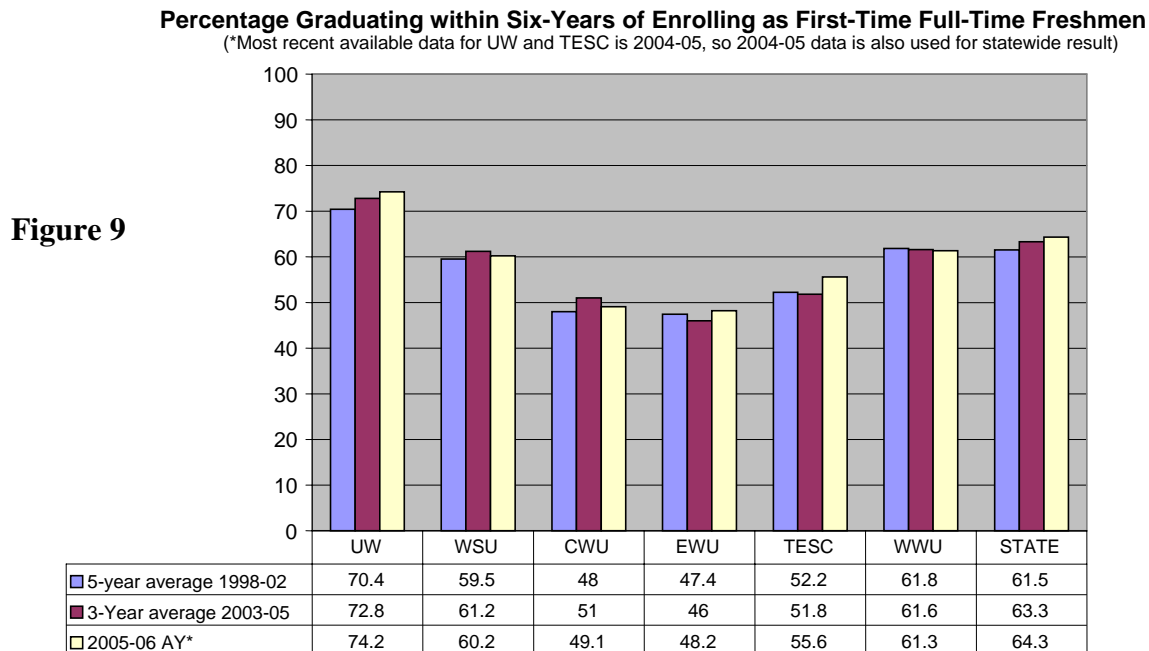
Students enrolling in an Adult Basic Education or English as a Second Language program take a pre-program and post-program standardized test in areas such as reading, writing, mathematics, and English language proficiency. Students who gain at least one competency level after completing the program are included in this measure. During 2005-2006 the number meeting this benchmark increased from 20,950 to 21,602.

Graduation Rates

Graduation rates for two groups of students in the four-year institutions are monitored. The three-year graduation rate for selected transfer students was discussed earlier. Students, who enter the higher education system for the first time as full-time students with freshman status at a four-year institution, are included in the six-year graduation rate.

Washington traditionally reported five-year graduation rates. Recently a shift to reporting “six-year” graduation rates was made to permit comparison with other states, which report only six-year graduation rates.

This measure does not suggest it should take six years to graduate with a bachelor’s degree. In general, students are expected to complete their studies as efficiently as possible. However, course schedule conflicts, health problems, financial pressures, work schedules, changes in academic plans, rigorous degree requirements, competitive major programs of study, and other personal, academic, and institutional circumstances can prevent a student from completing all his or her degree requirements within four academic years.



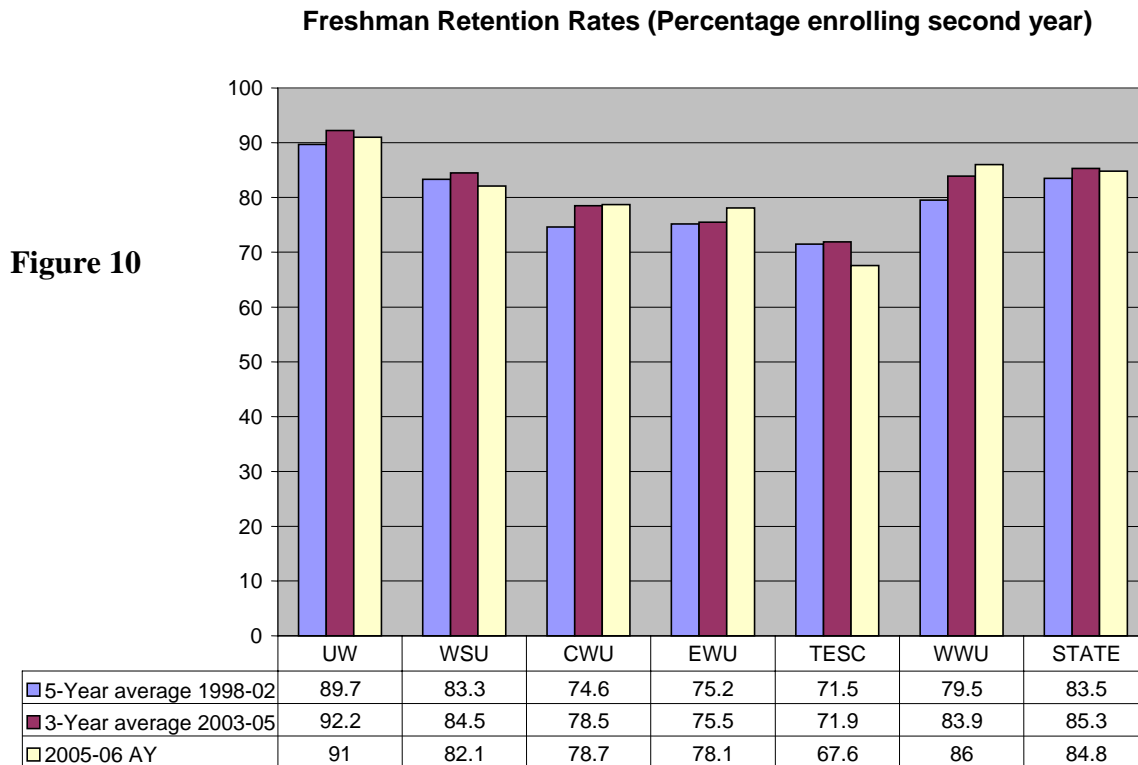
According to the Council of Presidents, the average length of time it takes to complete a bachelor’s degree at a public institution in Washington ranges from as low as 4.2 years up to a high of 4.8 years.

Measuring Up, 2006, a national higher education report card produced by the National Center for Public Policy and Higher Education states Washington, “has consistently been a very high performer” on six-year graduation rates. The top five states achieved a 64 percent rate, according the report. Washington earned a 63 percent rate.

Freshman Retention

Students who succeed in college start by gaining momentum in high school and carry that momentum through their freshman year. Although far too many students do not complete their freshman year or do not return for the second year, those who do have a much greater chance of completing their degrees.

Public four-year institutions in Washington report freshman retention rates that compare very favorably with other states. In fall 2006, 84.8 percent of students statewide returned for their sophomore year, as shown in Figure 10 below. *Measuring Up* reports the top five states have an average freshman retention rate of 82 percent. In 2006, the rate for Washington was 82 percent, which is up from 80 percent in 1992.



Graduation Efficiency

Once a student has enrolled, it is important that student make rapid progress toward completing a degree. The more efficiently the student completes his or her program of study, the lower the cost per student borne by taxpayers in the form of subsidies, and the sooner a slot opens up for another student to enroll. This graduation efficiency measure is important because institutions and the state are better able to serve more students when students do not accumulate large numbers of non-essential credits.

A threshold permitting students to earn up to 25 percent more credits than they need for a particular degree has been established. Some students need the opportunity to explore a field, the freedom to change majors, or the flexibility to add a minor to complement the major course of study. The data below include only students earning a single undergraduate degree with a single major.

Among All Bachelor's Degrees – Percentage Awarded to Students Not Taking More Than 125% of Required Number of Credits (Single Major, Single Degree Only)

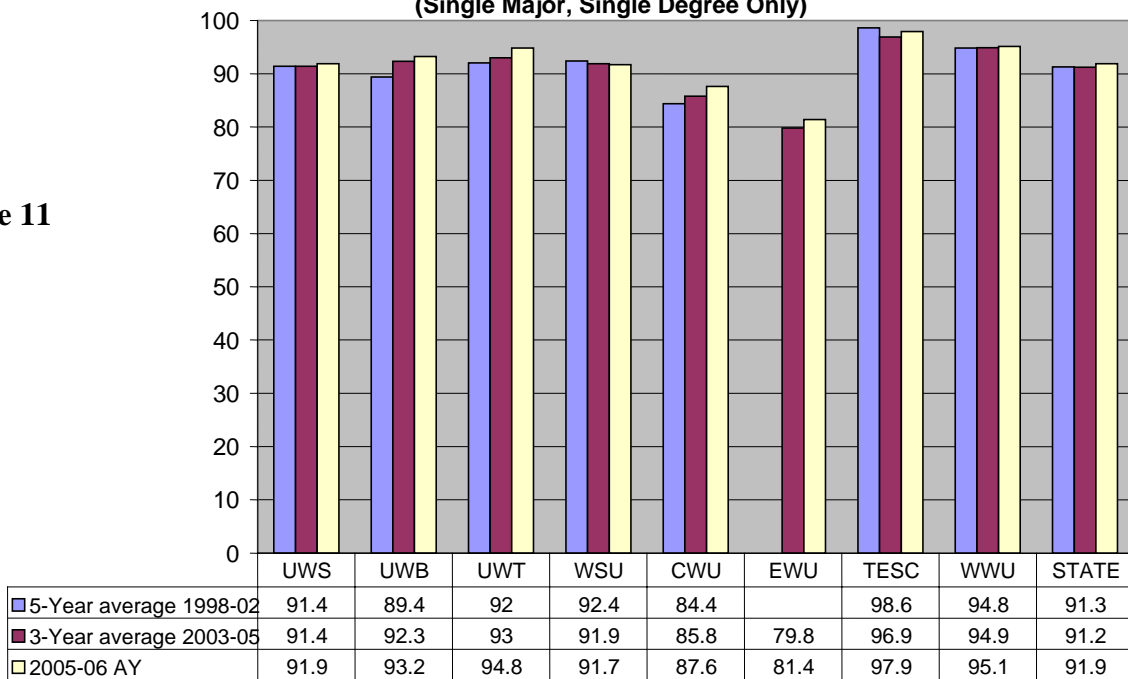


Figure 11

Pell Grant Recipient Results on Baccalaureate Measures

Outcome data for students receiving Pell grants must be reported for all accountability measures developed for the four-year institutions. One measure – advanced degree production – is not included because graduate students are not eligible for Pell grants.

Performance targets are not required. However, the HECB and OFM intend to monitor Pell grant recipients because they are at greater risk of not succeeding and because improving access for low-income students is a high priority. If substantial gaps in performance emerge and persist, performance targets might be re-visited in the future.

Pell grant recipients were chosen for this performance indicator as a proxy for students from low-income families and because institutions already had the data readily available. Eligibility for Pell grants is determined using a variety of criteria. The income-related criteria are included in a formula that calculates an expected family contribution to determine eligibility.

Compared with the overall student population, Pell Grant recipients do well on some accountability measures and lag in others. Results vary by institution, by performance measure, and over time.

Comparing Pell grant recipients to the general student population does not always provide an accurate picture of performance. For example, for purposes of larger comparison, Pell grant recipients are counted as part of the general student population. This can skew the data slightly. Also, Pell recipients represent a traditionally disadvantaged group of students. Comparing them to more traditional students raises an apples-and-oranges argument. In addition, admissions processes vary, which can rob more general institutional comparisons of their validity.

Therefore, we encourage readers who may be interested in gleaning findings from the Pell grant recipient data to proceed with caution. The most conceptually sound comparisons can be reached by examining data for one specific measure for one specific institution ... *at a time, and over time*. Data compared in this way can provide clues about whether outcomes for Pell grant recipients may be improving over time.

Figure 12

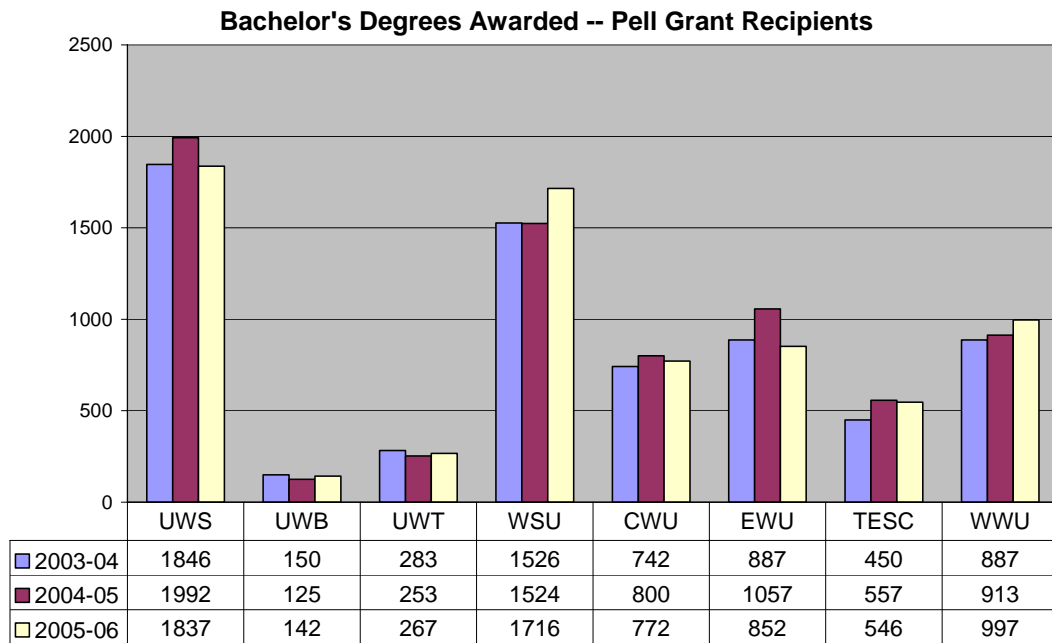


Figure 13

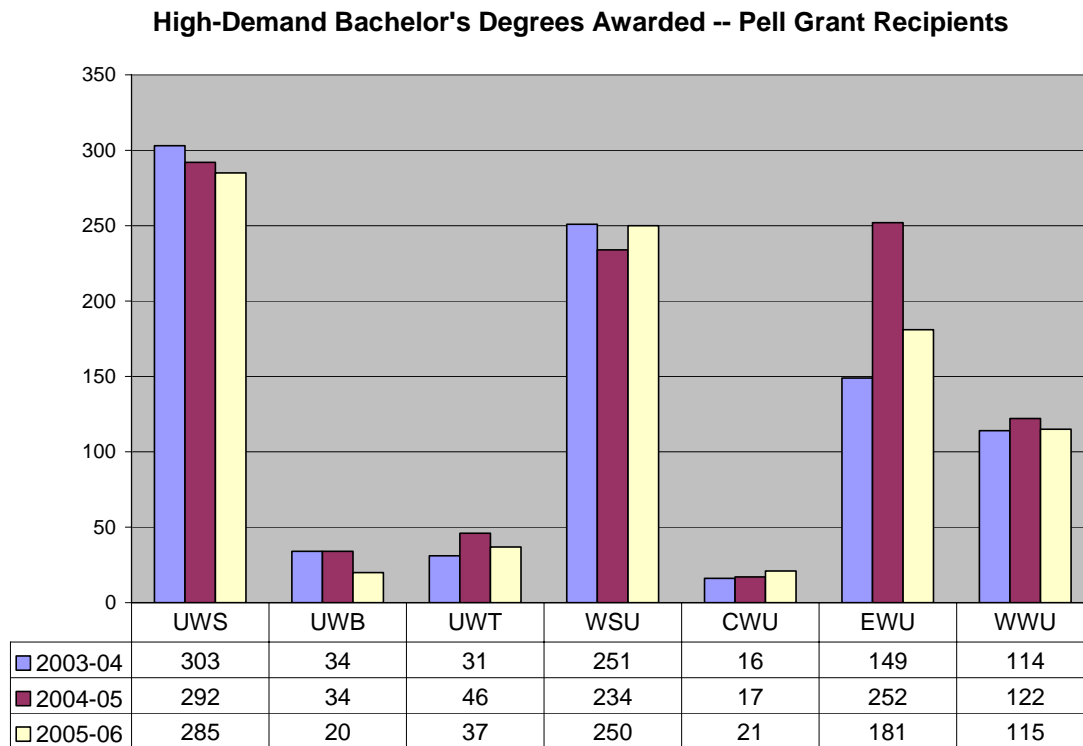


Figure 14

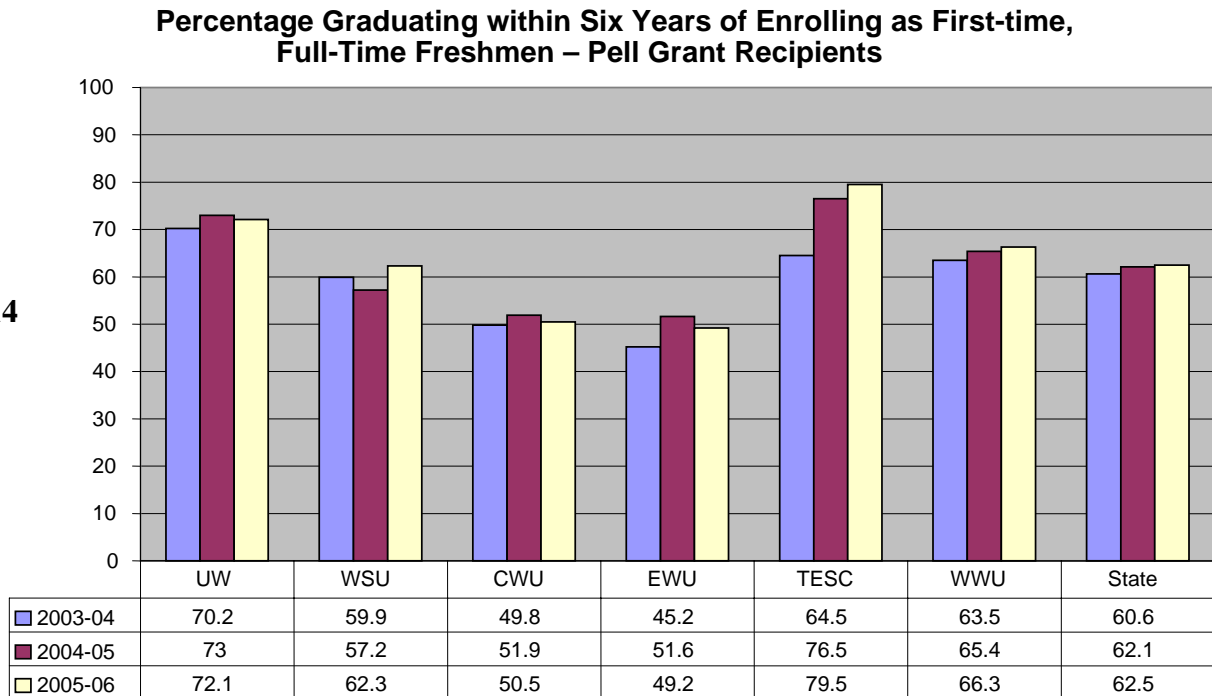


Figure 15

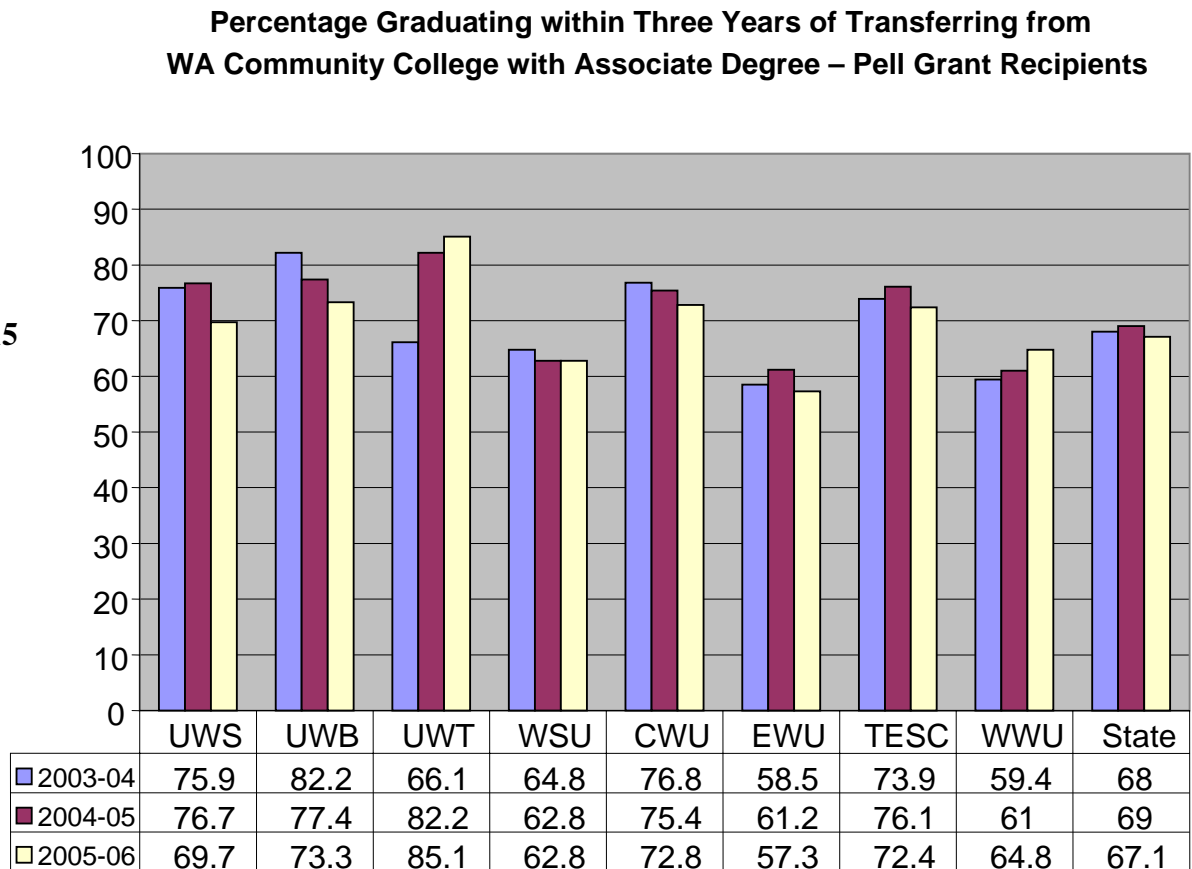


Figure 16

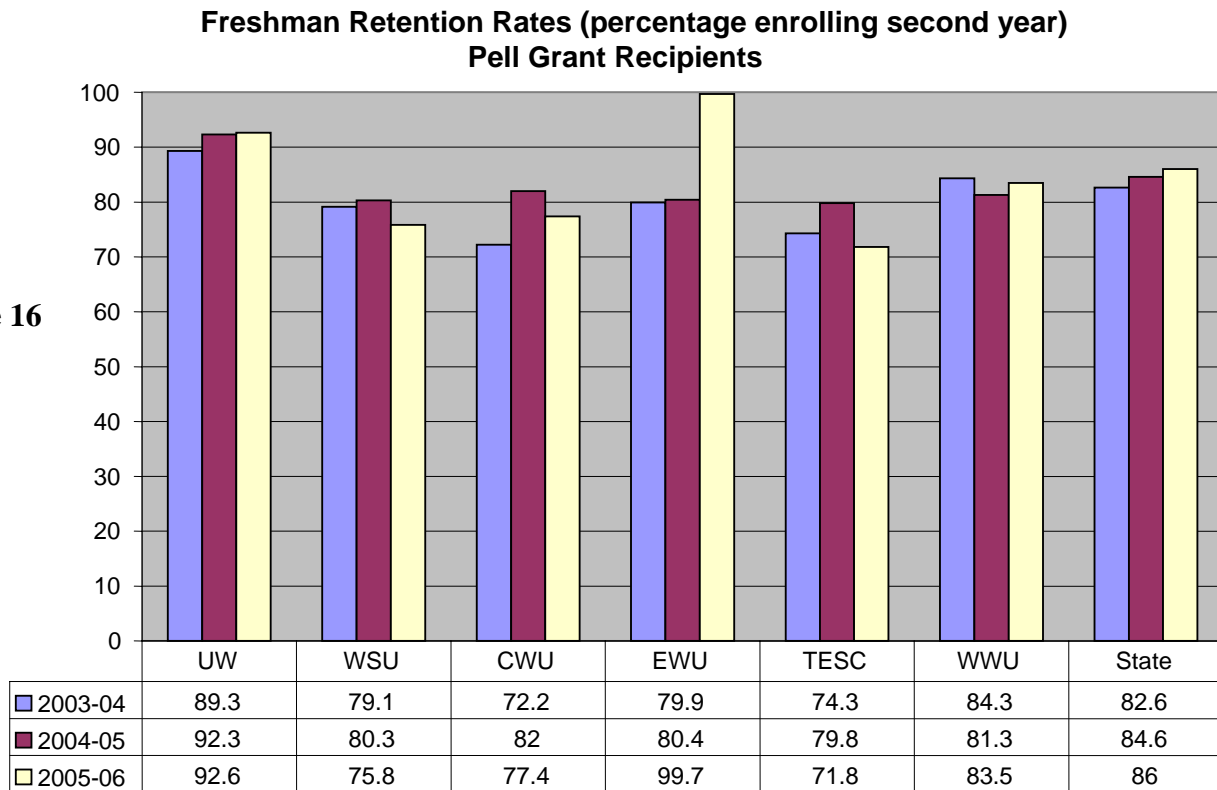
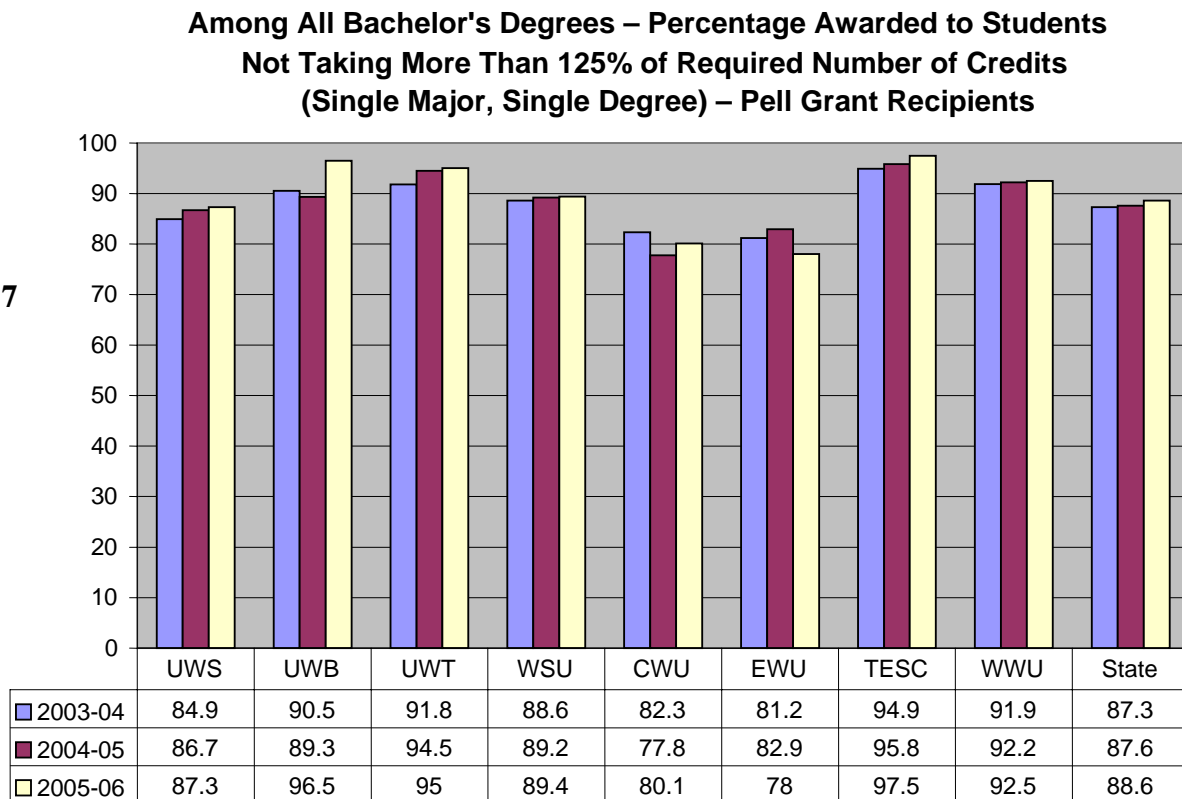


Figure 17



Institution-Specific Performance Measures

Each of the six public baccalaureate institutions in Washington is permitted to identify up to three performance measures unique to its mission for inclusion in this report. The accountability framework encourages institutions to place a special focus on the quality of the programs, services or other priorities they identify, but does not require performance targets for these measurements.

Some institutions are attempting to measure quality in innovative ways, which has made it more difficult to define accountability measures. In other cases, institutions have chosen to measure activities for which data already was available. In the future, these issues will diminish as the institutions standardize their data collection and establish firm baselines from which to measure performance trends.

University of Washington

Bachelor's Degrees to Pell Recipients

As one of its institution-specific measures, the University of Washington chose to track and report on the proportion of bachelor's degrees awarded to Pell grant recipients among the total number of undergraduate degrees awarded by the university. Data for each of the past five years are displayed below in Figure 18.

**Percentage of Bachelor's Degrees Awarded to Pell Grant
Recipients -- University of Washington**

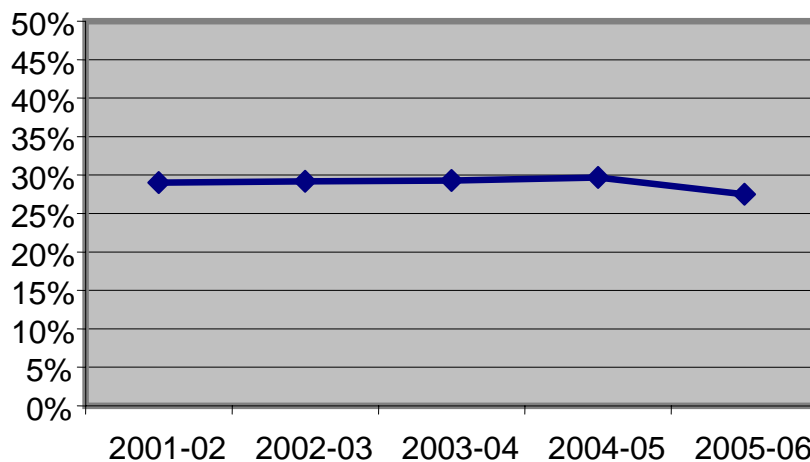


Figure 18

Research Grants

The University of Washington is one of the nation's top public research institutions. The funding it receives from highly competitive federal research grants has a significant impact on the state's economy. The quality of the UW's research programs is evident in the number of grant awards the university receives: second among all institutions in the nation and first among the public universities. Figure 19 on the next page shows the amount of federal grants being awarded the UW annually for the last five years.

**Federal Research Grants (in millions of dollars)
University of Washington**

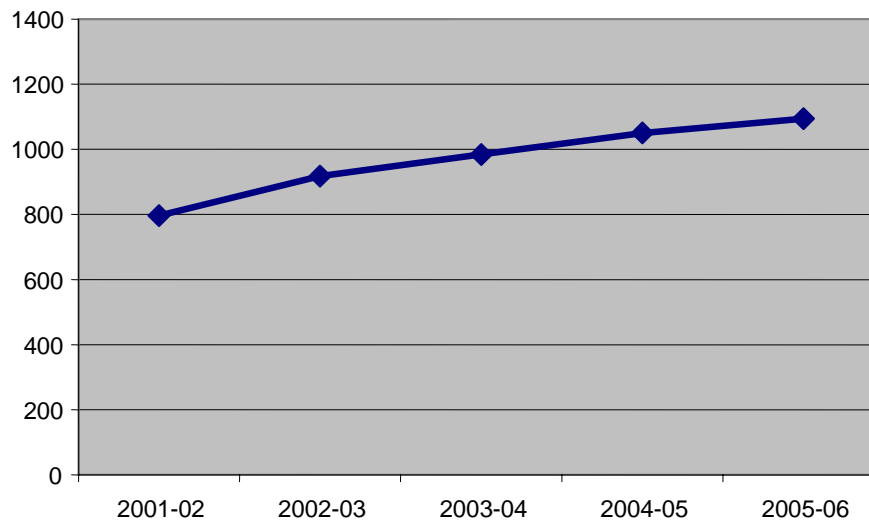


Figure 19

Faculty Awards, National Academy Memberships

The UW tracks the quality of its faculty by measuring the number of awards granted to faculty and the number of faculty who are members of national academies. Five years of trend data is shown in Figure 20 below, as well as corresponding rankings for each measure among public institutions and all institutions nationwide.

**Number of Faculty Awards, Ranking among all Institutions,
Public Institutions – University of Washington**

Year	Number Awards	Institutional Ranking (All)	Institutional Ranking (Public)
2004	34	13	6
2003	38	7	5
2002	42	5	3
2001	37	8	4
2000	37	7	3

Figure 20

Figure 21

**Number of Faculty Who Are Members of National Academies
University of Washington**

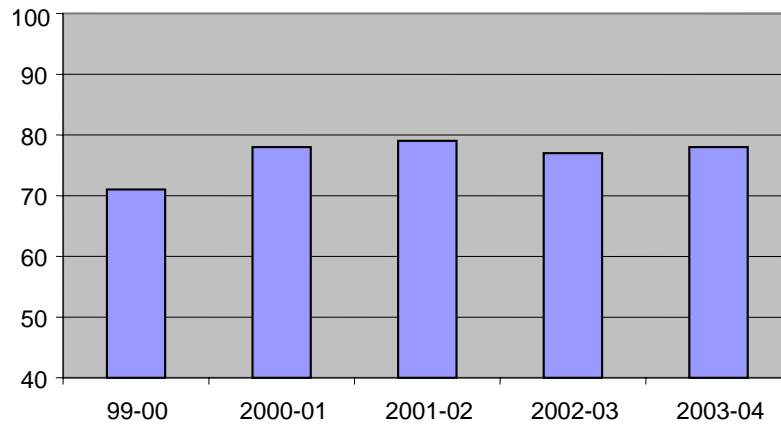


Figure 22

**Number of Faculty Who are members of National Academies,
Ranking among all Institutions, Public Institutions –
University of Washington**

Year	Number Faculty	Institutional Ranking (All)	Institutional Ranking (Public)
2004	78	12	4
2003	77	12	4
2002	79	10	3
2001	78	9	3
2000	71	11	3

Washington State University

Student Assessment-Driven Improvement

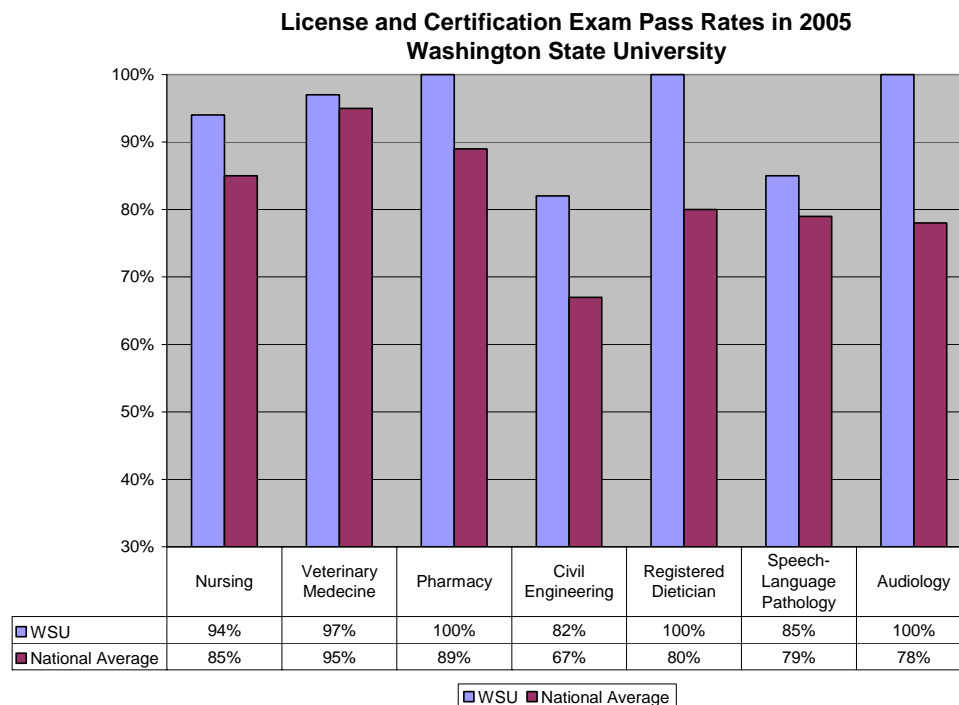
Washington State University tracks the proportion of degree programs achieving improvement based on an assessment of student learning. The first two years of data for this reporting category show significant improvement.

- In fiscal year 2005, 25 percent of degree programs documented improvement in the manner described.
- By 2006, the percentage of programs doing so jumped to 35 percent.

Professional Exam Pass Rates

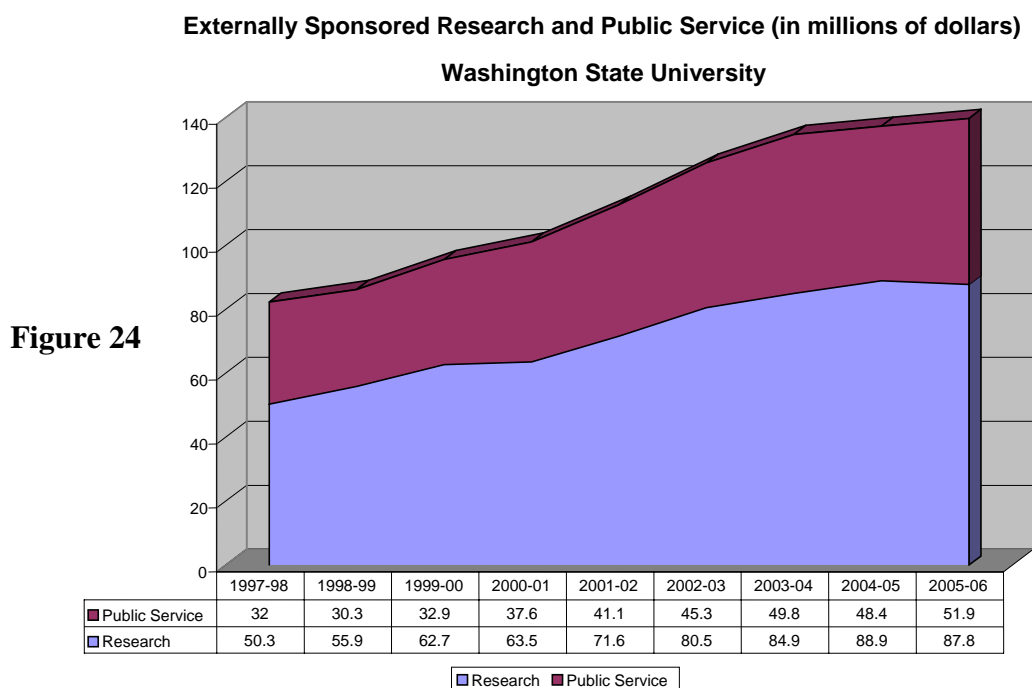
WSU also collects data on its students' professional exam pass rates (for fields in which the exam is required for licensure or certification and subsequent professional practice). National average pass rates for these exams are provided for comparison. In every field the pass rate for WSU students is above the national average, and in three fields pass rates reach a remarkable 100 percent.

Figure 23



External Support for Research, Service

The dollar value of external contributions supporting the research and public or community service activities of WSU faculty and staff is a measure of the quality of research and service potential of WSU faculty and staff as perceived and validated by outside agencies and organizations.



Central Washington University

External Funding

Central Washington University tracks and reports the sum of grant and contract funds received each fiscal year for research, public service, and special educational programs for high-achieving students, at-risk students and students in high-demand fields. (Grants from the Higher Education Coordinating Board are excluded, but grants from other state agencies are not.) The amount received last year was \$6,549,114. Trend data for this and other CWU-specific measures is not available at this time.

Student Participation in Co-curricular Activities

The quality of a student's experience in higher education can be deepened through participation in programs and activities outside the classroom. CWU tracks student participation in service learning strategies and enrollment in service learning courses as a way of measuring the impact of this activity. In 2006, there were 3,680 instances of student participation in service learning (duplicated headcount). Service learning also provides many direct benefits to the university's home community.

Pass Rates on Professional Certification Exams

CWU's education students passed the state's endorsement exam at a high rate in 2005-06 academic year. Pass rates for other fields in which exams are required for professional certification also are being collected by CWU and will be available in the future. In the 2005-06 academic year, 85 percent of CWU education students who took the Washington Educator Skills Test for Endorsements as future teachers passed.

Eastern Washington University**Student Enrollment**

Eastern Washington University reports unduplicated student headcount, including both state-supported and self-supporting program enrollments, to illustrate the level of quality it provides as perceived by the universe of potential students. EWU considers increasing enrollments as a sign of its strength in a competitive marketplace and thus a measure of perceived quality.

- In the fall of 2005, EWU had a total unduplicated headcount enrollment of 10,908 students.
- For the fall of 2006, enrollment rose to 11,161, an increase of 2.3 percent.

Learning Environment

EWU is working to develop two additional performance measures. A Learning Environment Index will list internal performance indicators such as:

- Academic and library resources
- Technology
- Facilities
- Equipment and materials
- Facility use rates

Quality of Instruction

A Quality of Instruction Index is also under development. Plans are to measure quality of instruction, faculty, scholarly and creative activity, and student research.

The EWU Strategic Planning Council continues to work toward final determination of components of the definition for both indices. Both measures are subject to approval by the EWU faculty organization.

The Evergreen State College

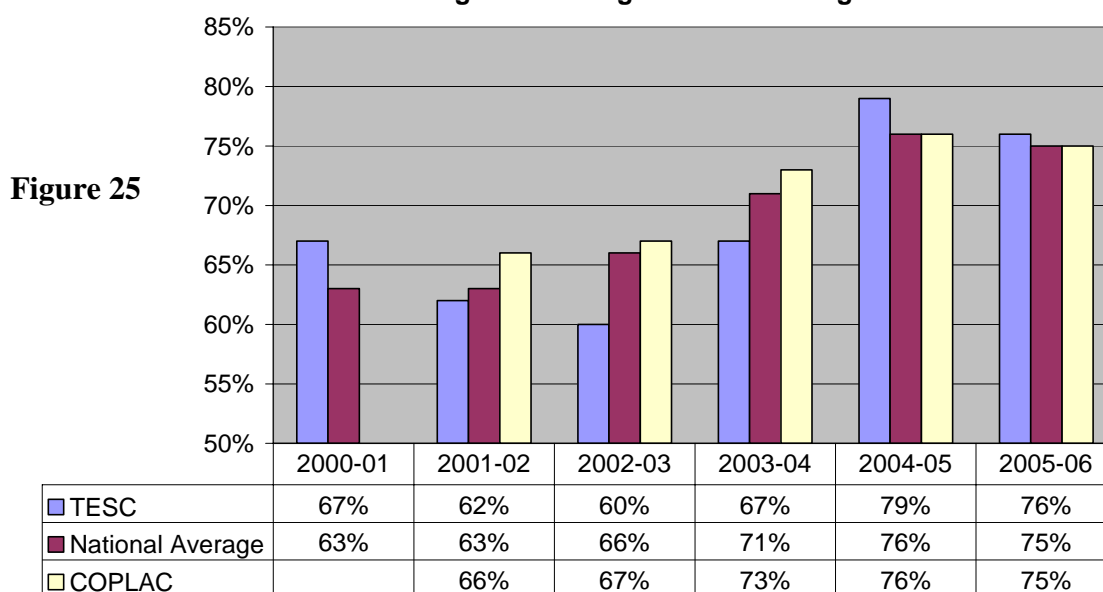
The Evergreen State College tracked three measures of quality related to its students' performance and experience as expressed by those students in the National Survey of Student Engagement (NSSE), a voluntary survey administered regularly by many institutions around the country.

Student Community Service

In 2005-06, about 76 percent of Evergreen students reported they have performed or plan to perform community service prior to graduation. This exceeds the national average recorded on the NSSE and the average of a second set of peer institutions, the Council of Public Liberal Arts Colleges (COPLAC). COPLAC consists of institutions recognized nationally for their small classes, teaching innovation, student-faculty interactions, opportunities for faculty-supervised research, and supportive atmospheres.

Evergreen students trailed the national average slightly between 2001 and 2004 before surpassing it in 2004-05. This evidence of improvement is expected to continue in coming reporting periods.

Percentage of Seniors Done or Planning Community Service Before Graduating -- The Evergreen State College

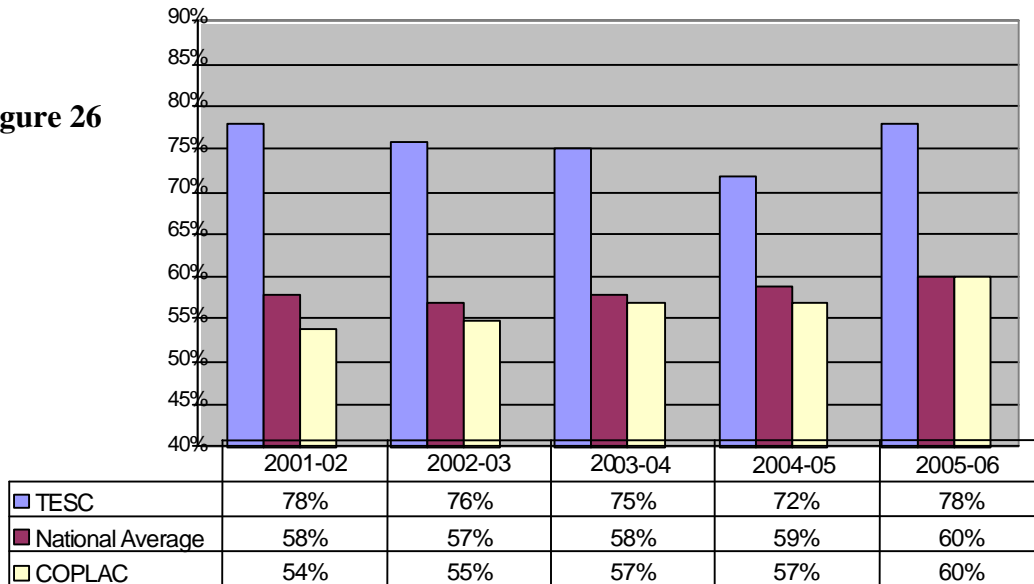


Developing Problem Solving Capacities

A substantial percentage of Evergreen seniors – well above the national and peer averages – report they believe their college experience has prepared them to solve ‘complex world problems’ either ‘quite a bit’ or ‘very much.’ Evergreen students have consistently responded positively to this question over the last five years.

Percentage of Seniors Reporting TESC Contributed to their Development in Solving Complex Real World Problems “Quite a Bit” or “Very Much” – The Evergreen State College

Figure 26

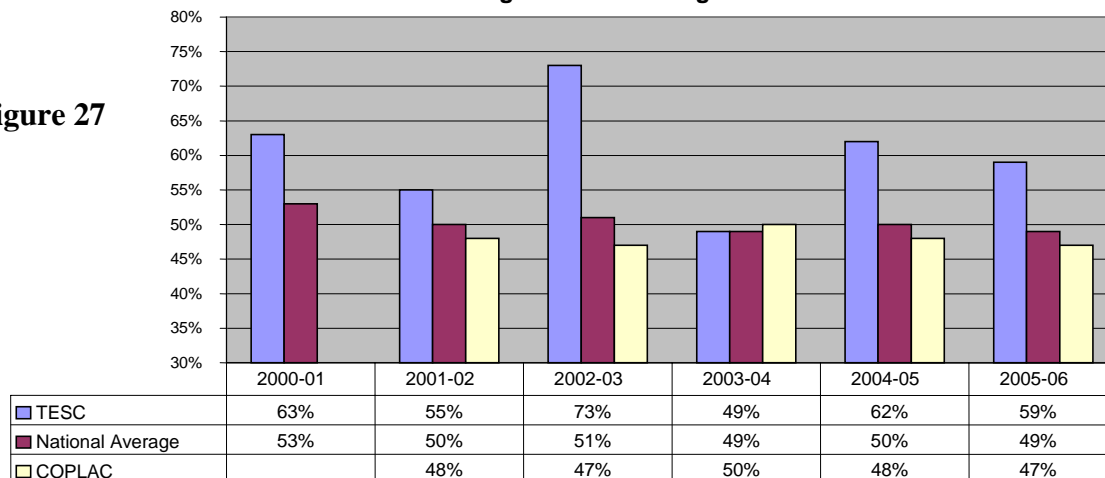


Interacting with Diverse Student Body

Evergreen students also report their conversations with a racially or ethnically diverse mix of students are frequent and significant. In this category, Evergreen has performed above the national average in all but one of the last six years.

Percentage First-Year Students Often or Very Often Having Serious Conversations with Students of Different Race/Ethnicity – The Evergreen State College

Figure 27



Western Washington University

Under-represented Student Group Graduation Rate

The six-year graduation rate for first-time, full-time freshmen from “under-represented” groups is presented in this report. These groups are identified as African-American, Hispanic, Asian-American and Native American students.

The data reported during the last three years are as follows:

- Of 301 students from under-represented groups who enrolled in fall 1998, 160 had graduated by the end of the 2003-04 academic year, a graduation rate of 53.3 percent.
- The graduation rate for this group in 2004-05 was 54.6 percent in 2004-05, and 53.7 percent in 2005-06.

In 2003-04, the under-represented groups graduated at a rate 9.5 percent less than the total student population of first-time, full-time freshmen. By 2005-06, the gap between the overall population and the under-represented groups had been reduced to 7.6 percent.

Because students are followed over a six-year period, there will be a time lag before improvements to the graduation rate can be demonstrated. In recent years, WWU has focused on improving retention and progress toward the degree. Western believes students are benefiting from those efforts now and expects higher graduation rates and continued progress toward parity between ethnic groups beginning as soon as next year.

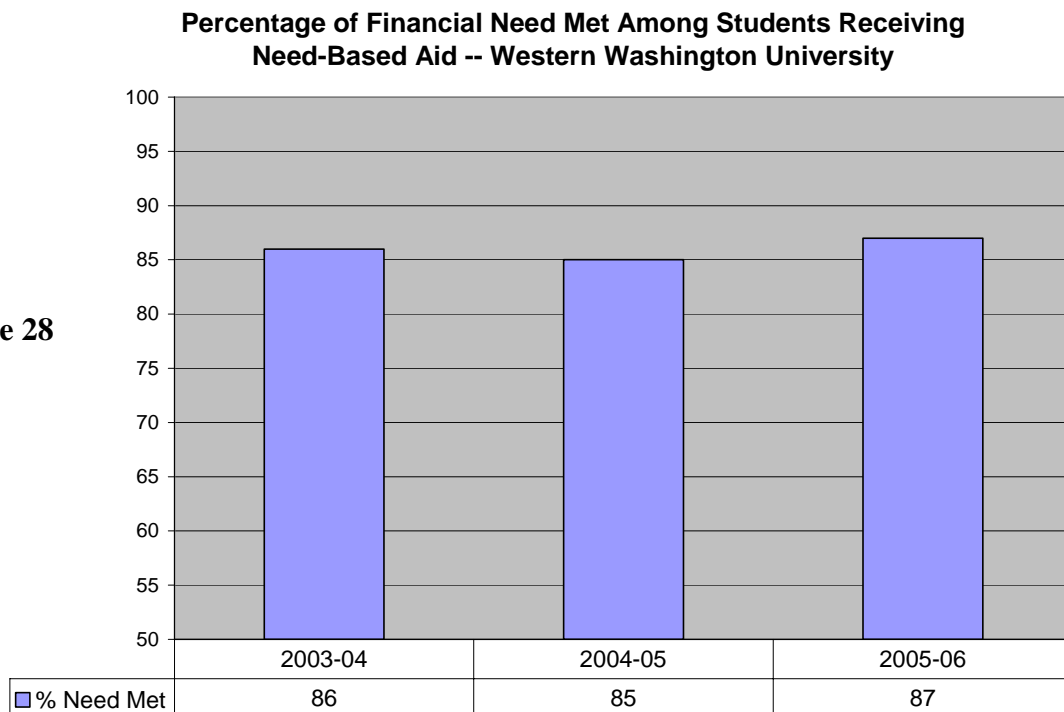
Financial Need

One way to improve student success is to help students from low-income families – students who are more at-risk economically – gain *affordable* access to higher education. WWU tracks the percentage of financial need met annually because it is an important contributing factor to student success initiatives. Aid comes from federal, state, institutional, and private sources.

By continuing to track all students who received any need-based aid (whether from federal, state, institutional, or private sources) WWU hopes to correlate data on percentage of need met with other ‘success factors’ over time. This should lead to more accurate and persuasive demonstrations of the importance of increasing financial aid to ensure student success.

Improvement in this measure is subject to the availability of federal, state, institutional, and private funding. WWU’s institutional financial aid typically makes up less than 15 percent of total aid awarded its students.

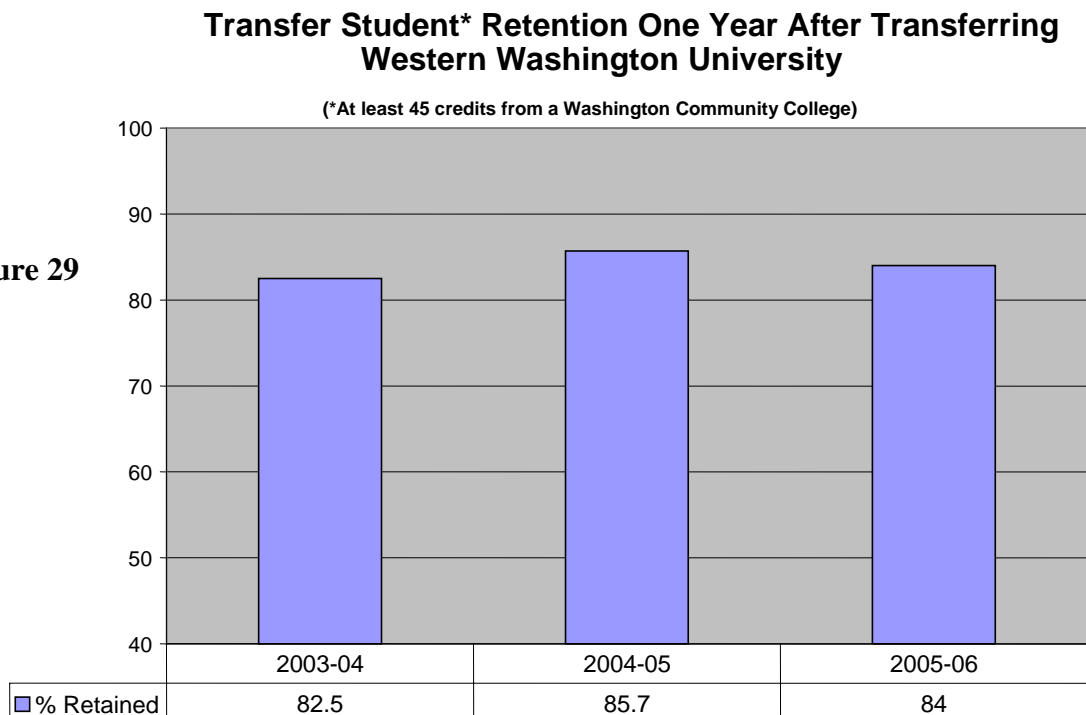
Figure 28



Transfer Retention

Finally, WWU includes among its performance measures the persistence rate of transfer students. Students who enroll at WWU with at least 45 transfer credits from a two-year college are included. The data shows how many students re-enroll after the first year.

Figure 29



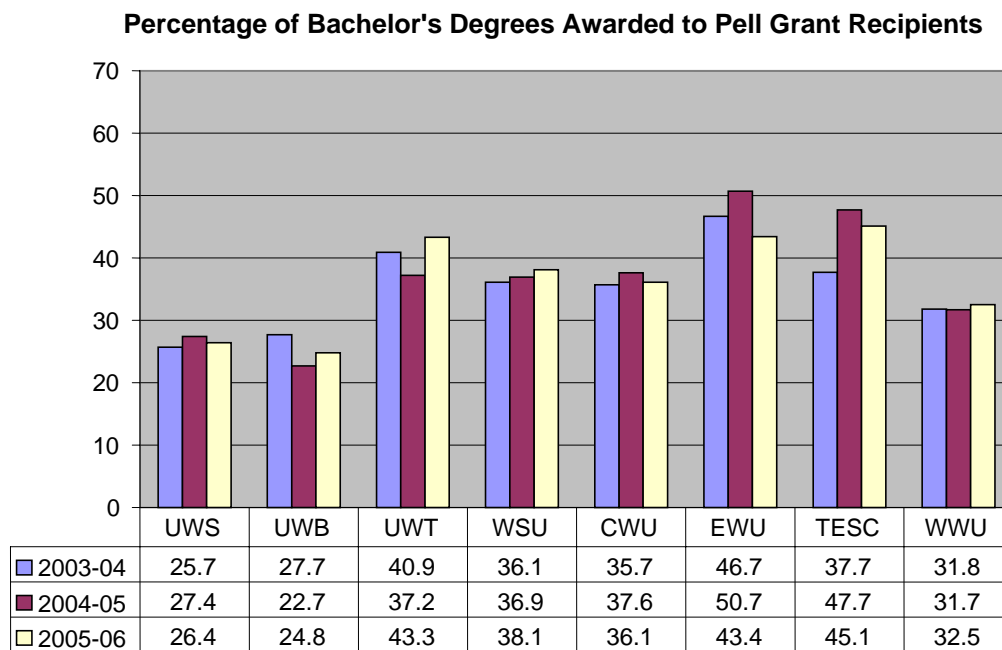
Performance Measures in 2005-07 Biennial Budget

Additional institution-specific performance measures, discussed below, were created for the 2005-2007 biennial budget period by the HECB and OFM. These accountability measurements are part of the budget provision language.

Proportion of Degrees to Pell Grant Recipients

To preserve access to higher education for students from low-income families, the budget requires reporting bachelor's degrees awarded to students who receive Pell grants as a proportion of all bachelor's degree conferred by the institutions. Results for the past three academic years are shown in Figure 30 below.

Figure 30



Job Placement and Graduate School

The budget proviso also stipulated that rates of job placement or graduate school acceptance among students completing undergraduate degrees must be tracked. Unfortunately, graduate school *acceptance* rates are not available to institutions. However, they *can* provide reliable data on their bachelor's degree recipients who enroll in graduate schools or who have earned graduate degrees.

Job placement data is not easy to obtain either because institutions do not have the resources to track students after they graduate or leave. What *is* readily available for all of the four-year institutions is alumni survey data. Public four-year institutions in Washington generally survey alumni every two years. Return rates for these surveys average about 33 percent.

However, the questions asked on such surveys differ between institutions, which accounts for the variability of some of the responses. Although the data reported below does not comport exactly with the budget proviso requirements, it does provide a reasonable indication about what students do once they graduate from the state's public higher education institutions.

University of Washington

University of Washington alumni are surveyed every other year. According to the most recent results, 25.4 percent had obtained an advanced degree within five years of earning the bachelor's degree. Within 10 years, 36.1 percent report having earned an advanced degree. The UW survey also asks of graduates how well they believe their education at the UW prepared them for their current or most recent job. On a scale of 1 to 5, the average score from respondents was 4.0

Washington State University

The 2004 Washington State University alumni survey indicated 82 percent of graduates were employed while 22 percent were enrolled in graduate school. Obviously, some students reported being both employed and in graduate school.

Central Washington University

About 97 percent of Central Washington University's alumni reported they either were employed or in graduate school – 62 percent were employed; 35 percent were in graduate school.

Eastern Washington University

About 90 percent of Eastern Washington University's alumni who responded to a 2004 survey indicated they were either employed or in graduate school. EWU uses Employment Security Department data to track employment. However, this data cannot be used for comparison purposes.

The Evergreen State College

The Evergreen State College also uses a biennial alumni survey to provide data on this measure. The 2004 survey indicated 88.2 percent of bachelor's degree holders were either employed or enrolled in graduate school.

Western Washington University

Western Washington University uses results from a survey it conducts annually among students who have been served by the institution's Career Services Office. This survey has a higher rate of return than Western's biennial alumni survey. About 54 percent responded to the most recent Career Services Office survey in 2006. The results indicate 93.4 percent of the respondents were either employed or enrolled in graduate school. Of this group, 78.6 percent were employed, and 14.8 percent were in graduate school.

Ranked Programs

The two research institutions were required by the budget to report the number of programs ranked among the top 20 in the country. The University of Washington reported having 16 such programs in 2004-05, up from 13 programs in the previous year. WSU had two degree programs ranked among the top 20 in the nation.

Research Grant Funding

The budget also required the research institutions to report their national rankings in terms of federal research grants received. The UW ranks second in the nation among all research institutions, and first among public research institutions in terms of research grant funding. WSU ranks 73rd nationally in research grant funding.

National Accreditation

Comprehensive institutions were directed to report the number of degree programs that have received national accreditation. Central Washington University reports 64; Eastern Washington University reports 56 (out of 73 for which accreditation is available); and Western Washington University reports 38 (out of 46 programs for which accreditation is available). This measure is not applicable to The Evergreen State College.

Accreditation is not usually required for programs, and institutions vary widely in how they “manage toward” or prioritize this measure for internal quality improvement efforts. There are also different ways of defining and counting programs for this measure, so it cannot be assumed that data from different institutions are comparable on this measure.

Context Measures

Academic achievement in the common schools – particularly in the high schools – is an indicator of success in higher education. Below are statewide WASL results.

Figure 31

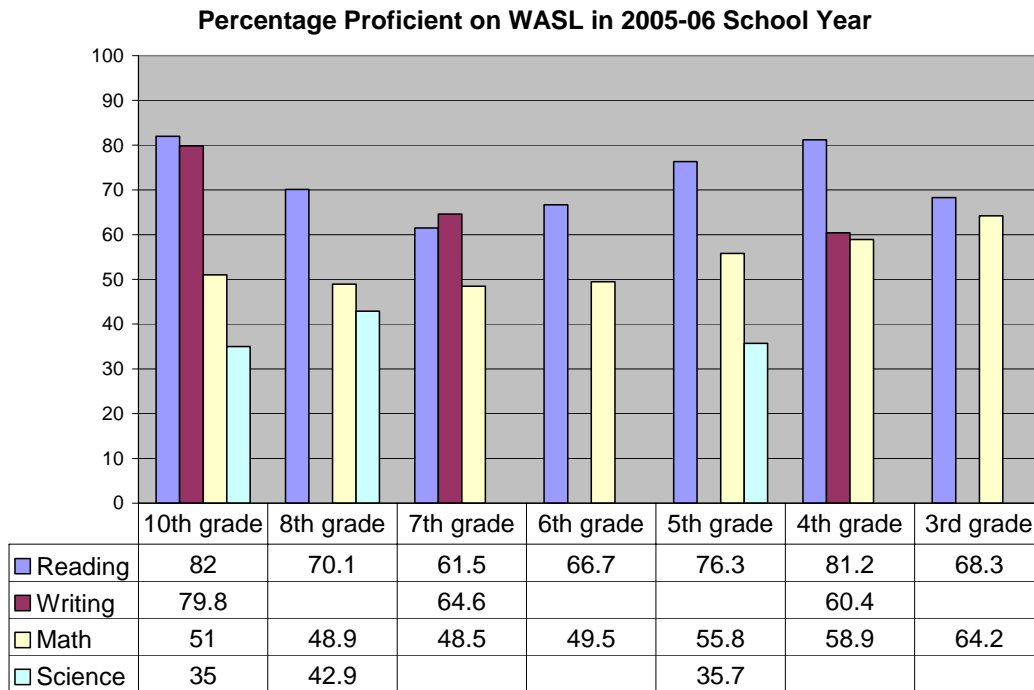
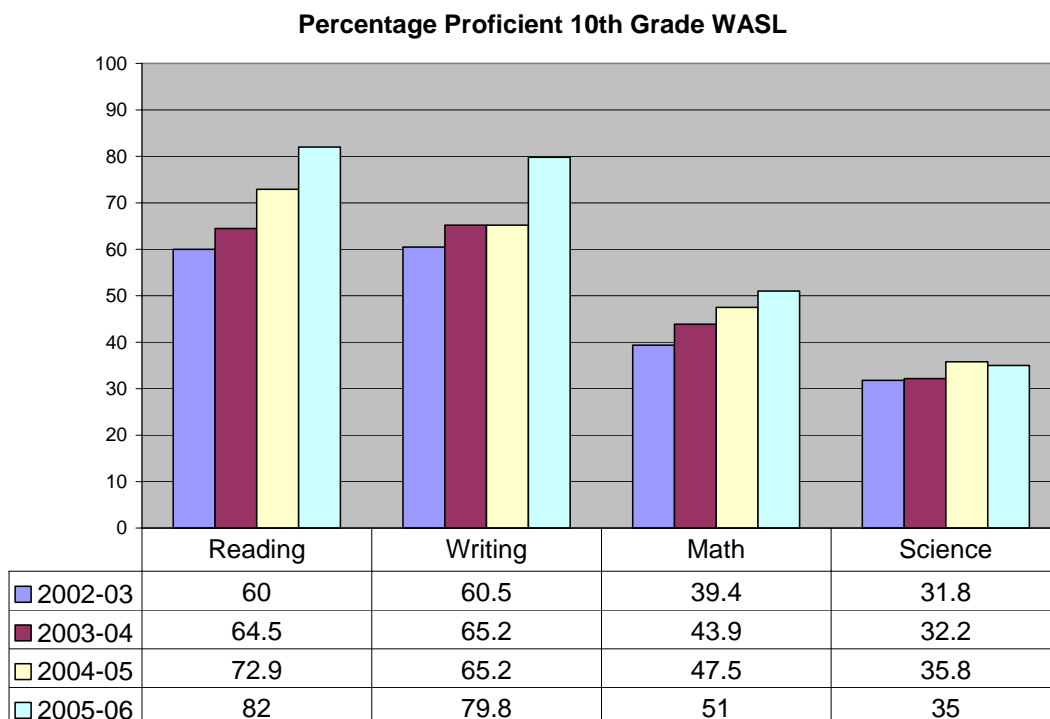
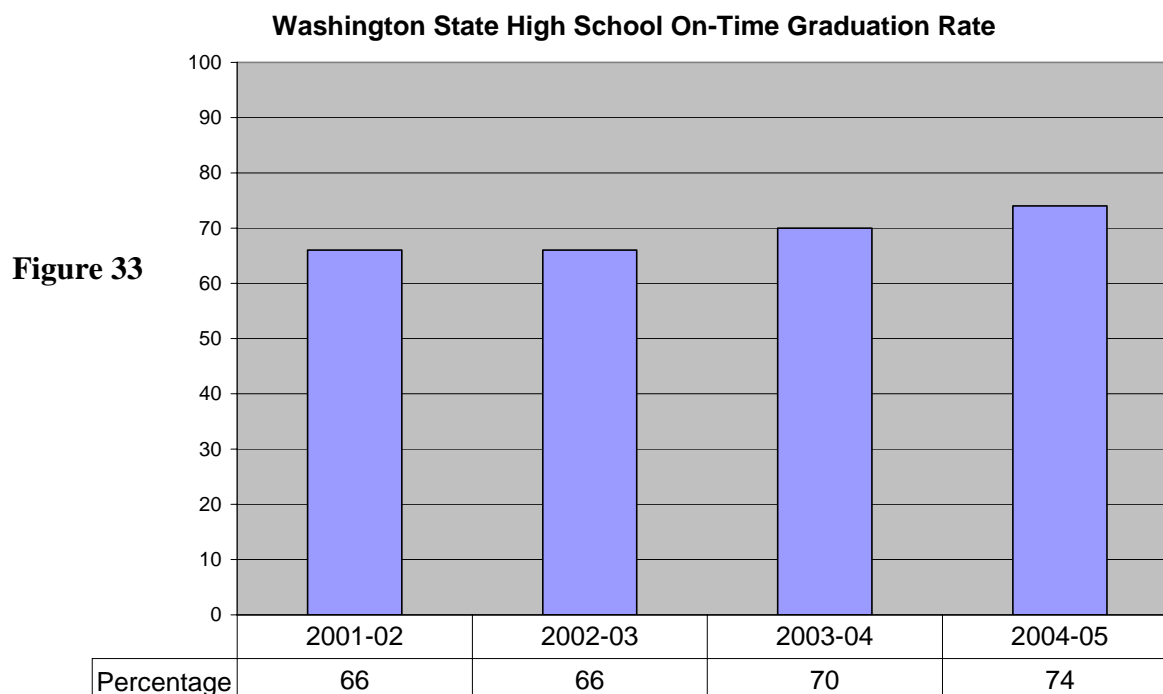


Figure 32



High school graduation rates can have an impact on rates of application, admission, enrollment, and academic achievement in postsecondary education. Since most students enter college with a high school diploma, increasing high school graduation rates presumably should increase the number of students seeking further education and training.



Academic Preparation through High School

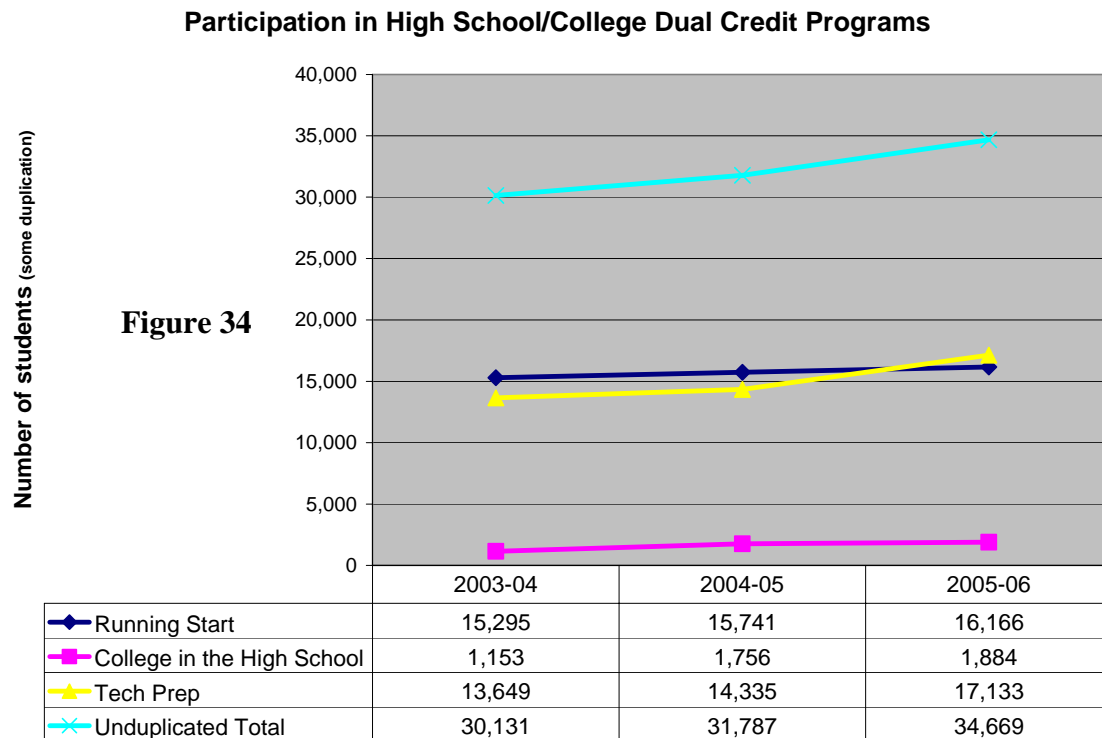
Students who complete high school have widely varying degrees of academic attainment. This level of attainment relates directly to how well they do in college. Learning more about how well students are performing in high school helps provide context about the general academic landscape our higher education institutions inhabit.

One way of obtaining a picture of student attainment is to examine the scores earned by Washington high school juniors and seniors on Advanced Placement (AP) tests. In 2005, the College Board reported that an average of 147 out of every 1,000 students taking an AP test nationwide scored a 3 or higher. In Washington, 120 out of 1,000 students scored a 3 or higher. This placed Washington 20th among all states.

SAT and ACT scores provide another means of comparison for Washington students. In 2004, nearly 185 of every 1,000 students taking the SAT or ACT had scores above 1,200 or 26 respectively. This was slightly higher than the national average for high-scoring students reported by the College Board, ACT, and WICHE. Washington ranked 18th among all states in this category.

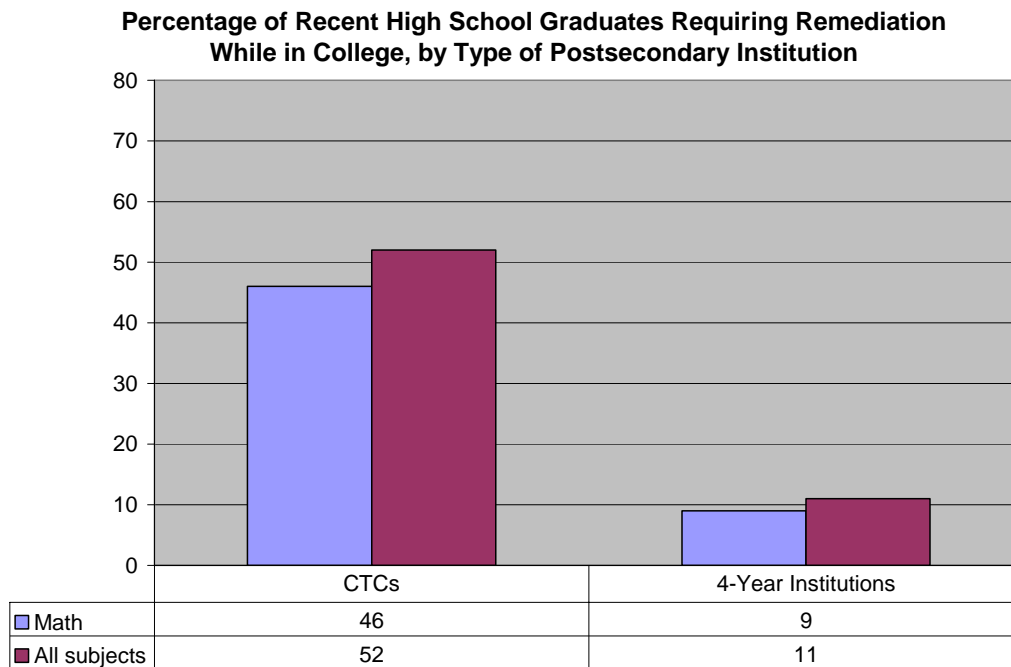
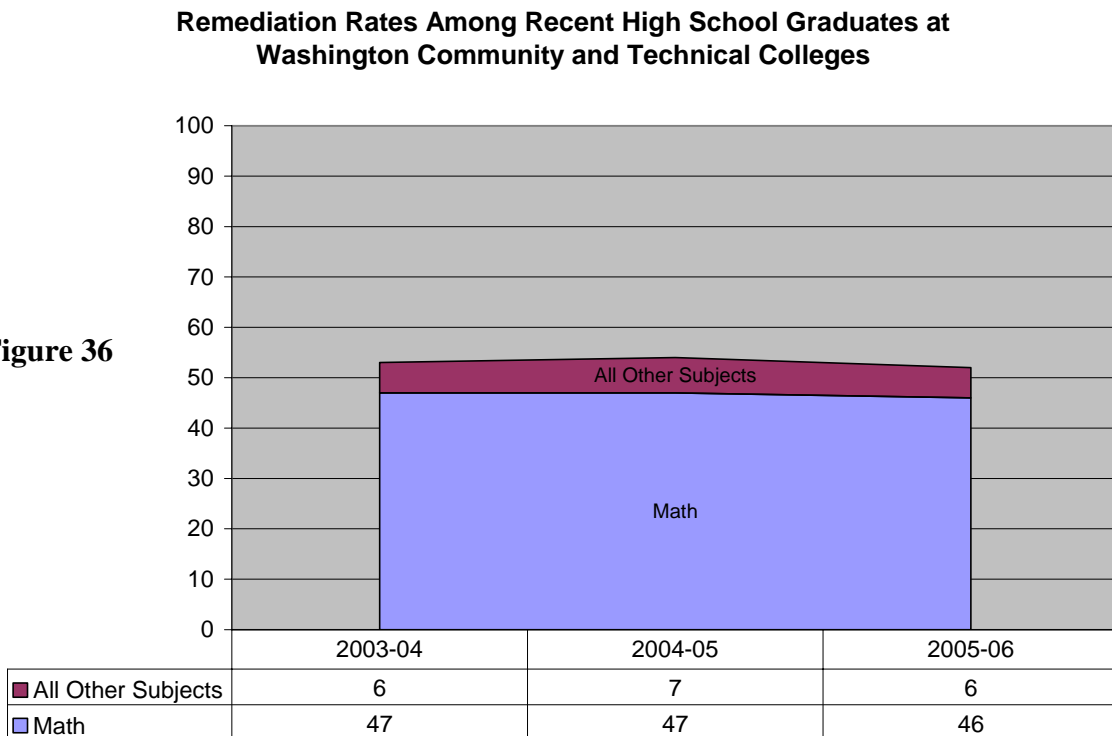
Getting a Jump on College

Motivated high school students in Washington can earn college credit through three “dual-credit” program options: Running Start, Tech Prep, and College in the High School. Figure 34 below shows duplicated counts of students in each program with an unduplicated total number of students provided as well. Participation in such programs is substantial and is on the rise over the last three years.



Remediation

As one might expect, those who perform at lower academic levels in the K-12 system are those most likely to require remediation at the postsecondary level. Figure 35 on the next page shows that 52 percent of the high school graduates who enroll in the community and technical colleges directly from high school require remediation in some subject, and that 46 percent require remediation in math. Community and technical colleges bear the brunt of the remediation problem because they maintain open admission policies. A more selective admissions process at the four-year institutions keeps remediation levels relatively low at those institutions.

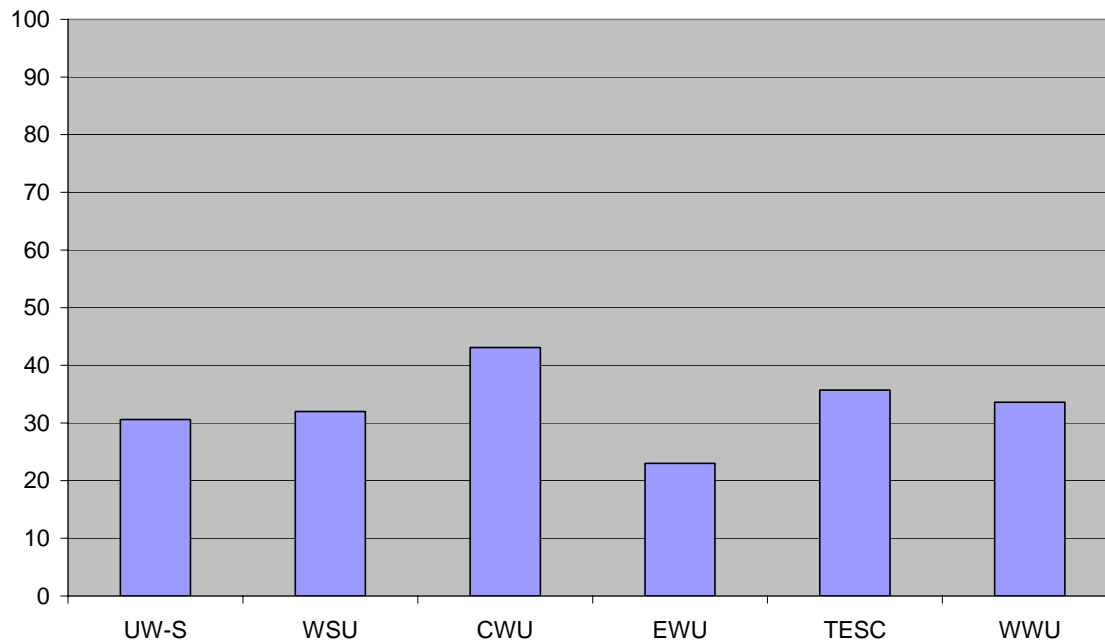
Figure 35

Figure 36


Transfer as a Proportion of Incoming Students

Any higher education system that emphasizes the two-plus-two model for producing bachelor's degrees, as Washington's system of higher education does, relies heavily on the transfer process to ensure the system functions effectively and provides access for students. Context measures in the accountability framework include the following data to facilitate monitoring the proportion of the entering class of students who are transfer students in relation to the overall entering class.

The data reports by institution the proportion of entering students (degree-seeking students who enrolled for the first time at that institution in the most recent year) who transferred from a community college in Washington.

Proportion of Students Enrolling for First Time Who Transfer from a Washington Community College -- 2005-06



College Attendance

The principle is well established. As greater numbers of students enroll in college, more college degrees are granted. Participation rates also strongly affect many other results obtained in higher education. That is why the HECB, the Washington Learns report, and many other studies focus on access and expansion issues. Increasing the number of students who participate in higher education is critical to future success.

As our population continues grow, greater numbers of traditional students (age 18 to 24) will seek postsecondary education. Concurrently, there will be a need to provide postsecondary education for a greater overall percentage of our population. These dual challenges augur the need for a significant expansion in the capacity of the state's higher education system.

Washington's overall participation rates in higher education are mixed, reflecting the state's emphasis on providing access through a robust community and technical college system. Washington is 5th among all states in the number of community and technical college enrollments per 1,000 people. However, it is 45th nationally in the number of enrollments per 1,000 residents at its four-year institutions.

OFM data on participation levels in higher education is reported separately for the two- and four-year educational sectors. For baccalaureate institutions, the number of *individual students* enrolled per 100 residents in three age groups is reported in Figure 37. It shows the highest levels of participation among 17 to 22-year-olds. Participation levels in this category increased at the beginning of the decade, declined between 2000 and 2005, and appear to be trending slightly upward. Participation levels of those 25 to 29 have remained relatively stable as have those for individuals 30 and over.

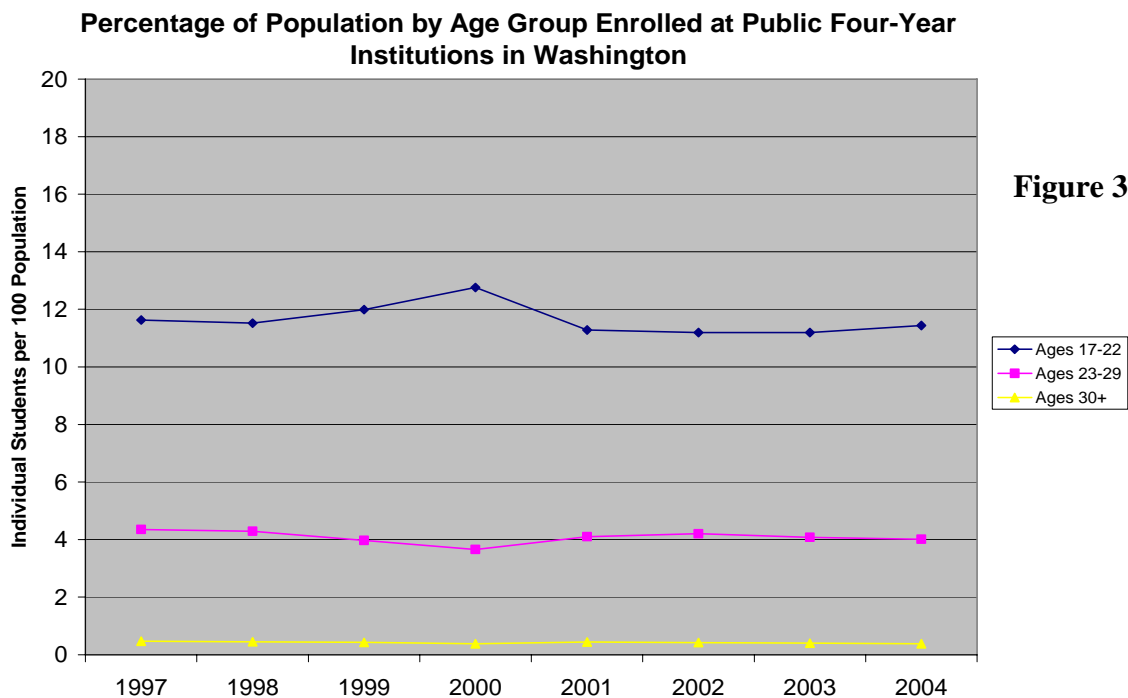
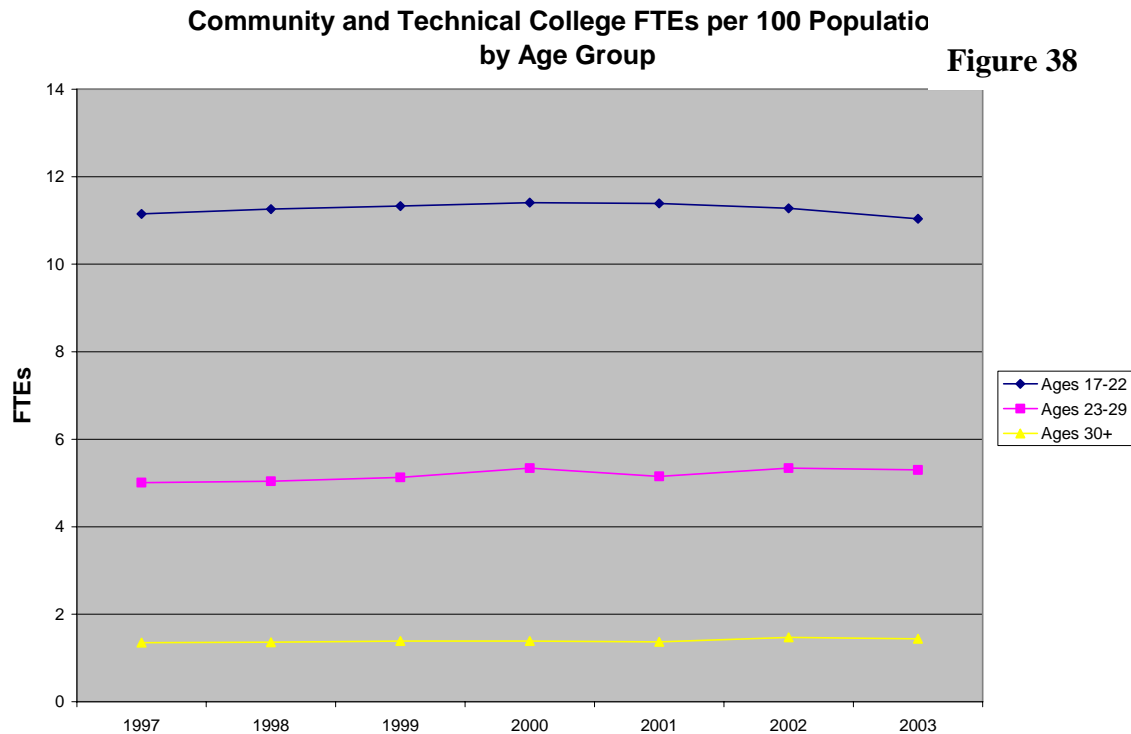


Figure 37

In the two-year college sector, *full-time equivalent* (FTE) enrollment levels are reported, rather than individual students. The results below are similar to headcount averages above. Enrollment in the 17-22 age group in Figure 38 is trending slightly down.



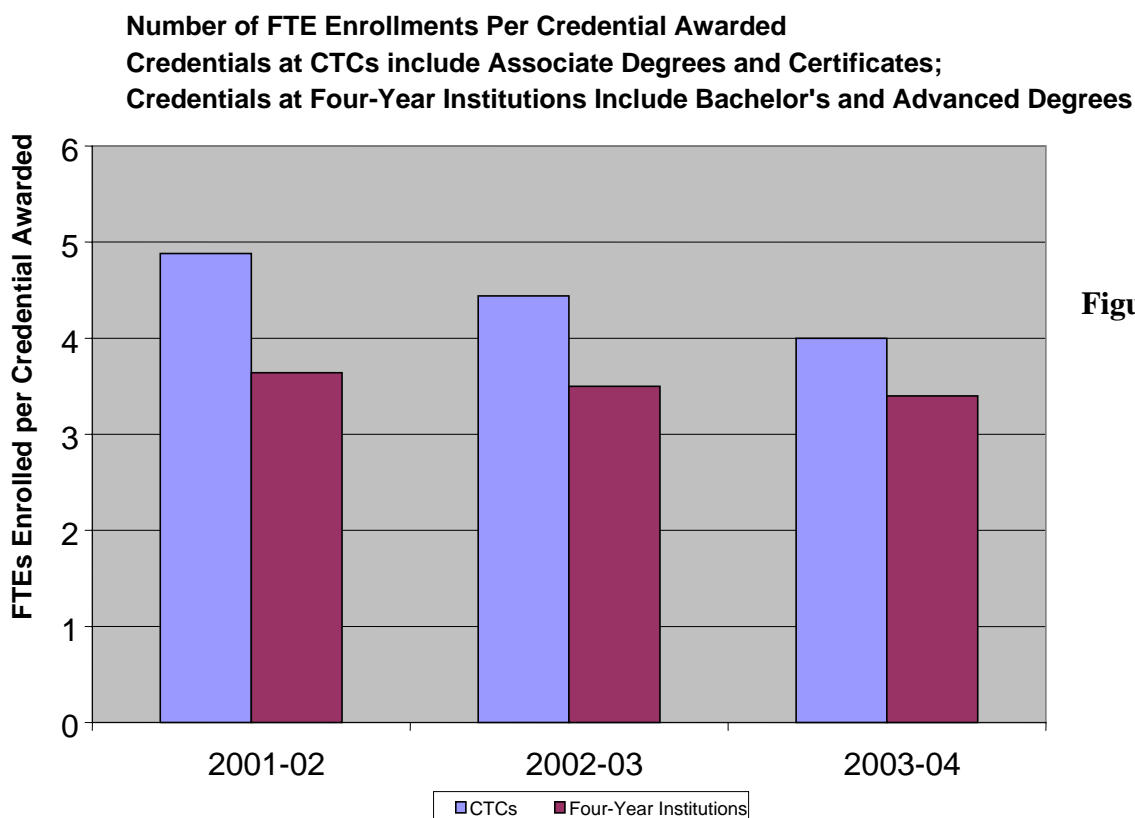
Degrees as a Percentage of State Population

Data recorded in 2000 indicated that 27.7 percent of Washington's population held a bachelor's or advanced degree. This compared with a rate of 24.4 percent nationally, according to the Digest of Education Statistics published by the Census Bureau in 2005. Eight states and the District of Columbia had higher proportions of their populations holding bachelor's or advanced degrees.

Degrees Conferred Per Full-Time Equivalent Student

Another way to look at degree production efficiency is to factor the number of students enrolled in a particular program against the number of credentials conferred by that program. The HECB calculated this number using the data reported by OFM in the 2005 Washington State Higher Education Trends and Highlights report issued by OFM's Forecasting Division.

Credentials for the two-year colleges include both associate degrees and certificates. Credentials for the four-year institutions include all degrees awarded at the bachelor's and advanced degree levels.

**Figure 39**

Affordability

The National Center for Public Policy and Higher Education compiles a state-by-state report card with data on affordability. In 2005, the cost of attending a two-year institution in Washington for a year equaled 26.9 percent of the state's median family income. The national figure was 24 percent of the median family income. Washington ranked 40 among all states in terms of affordability.

The data for public four-year colleges and universities indicate 31 percent of the median state family income is needed in Washington to pay for college. This figure is slightly above the national average of 30.7 percent. Compared to Washington, a public four-year college education was less affordable in 19 states and more affordable in 30 states.

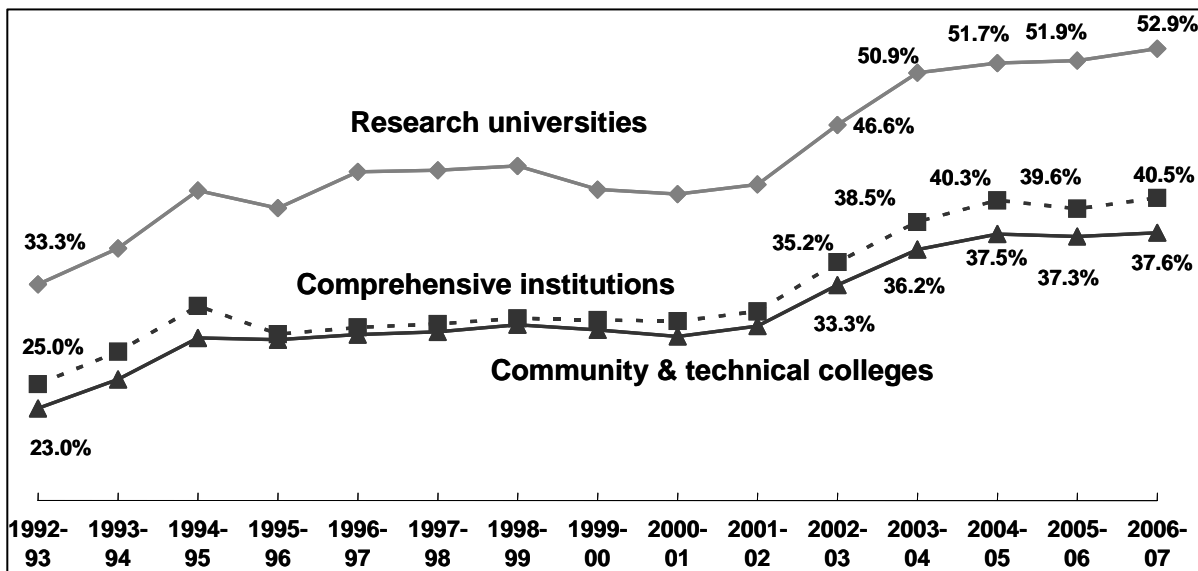
In 2006, the Project on Student Debt reported that student debt averaged \$19,565 for graduates of all public and private (non-profit) institutions in Washington. The average debt for students graduating from public institutions in Washington was \$18,399, placing it 15th among the states.

Institution-specific information on the proportion of graduates with debt, the average amount of such debt, and the trends from 2001 to 2005 is available at www.projectonstudentdebt.org/state_by_state-view.php?area=WA

Another way of understanding trends in the affordability of a college education involves tracking the proportion of the cost of instruction which is borne by the student and/or the student's family through tuition. The data below does not take into account the impact of financial aid. However, financial aid trends over time have also increasingly emphasized loans over grants.

Student share of cost of college has increased significantly over time

Figure 40



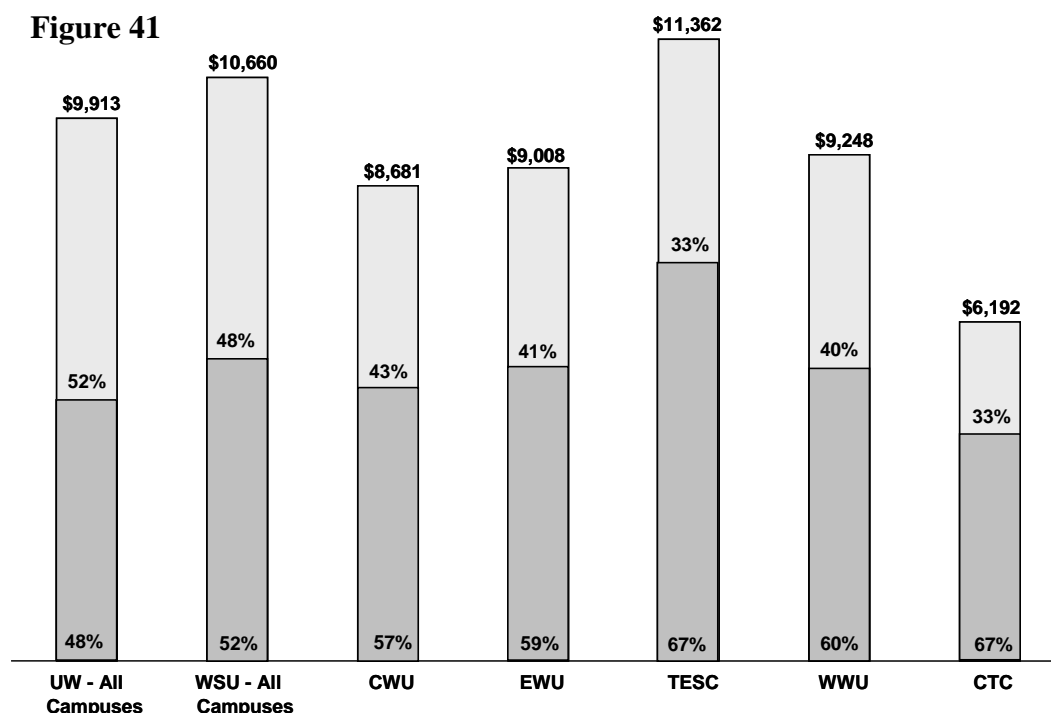
	1977-78 to 1980-81	1981-82 to 1992-93	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007
Research universities:								
Resident undergraduate	25.0%	33.3%	41.6%	46.6%	50.9%	51.7%	51.9%	52.9%
Nonresident undergraduate	100.0%	100.0%	138.3%	150.2%	161.1%	166.2%	170.6%	174.2%
Comprehensive institutions:								
Resident undergraduate	*	25.0%	31.1%	35.2%	38.5%	40.3%	39.6%	40.5%
Nonresident undergraduate	*	100.0%	120.5%	132.2%	143.1%	148.5%	142.5%	141.7%
Community/technical colleges:								
Resident undergraduate	*	23.0%	29.8%	33.3%	36.2%	37.5%	37.3%	37.6%
Nonresident undergraduate	*	100.0%	127.2%	130.4%	134.2%	131.5%	125.6%	121.7%

*Resident undergraduate rates at the comprehensive institutions were set at 80 percent of the research universities. Community college resident rates were set at 45 percent of research universities; nonresidents at 50 percent of research.

The next Figure takes a closer look at the cost shares in effect today for both the students through tuition and the public through state appropriations.

Cost of instruction: average for resident undergraduates 2006-07 academic year

Figure 41



State Funding in Support of Higher Education

The amount of funding appropriated by the state to higher education is a critical variable in the system's ability to achieve improved overall results across many accountability measures.

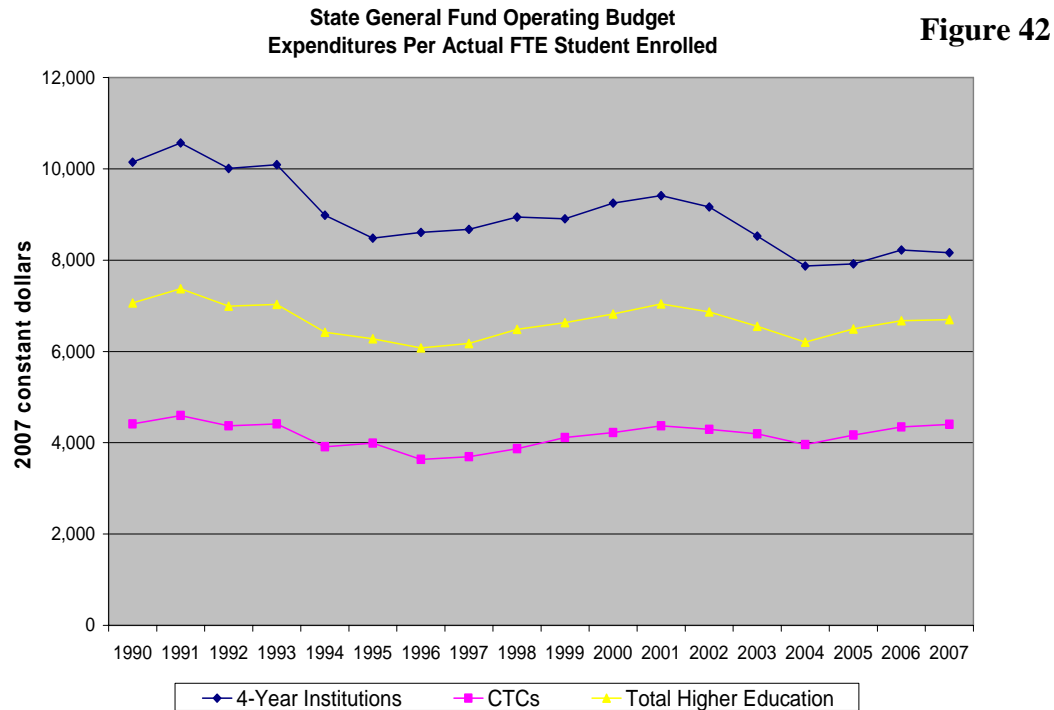
There are many ways to measure state support for higher education. The measure below in Figure 40 shows in constant dollars the magnitude of state support per student over time. The source of these data is Legislative Evaluation and Accountability Program (LEAP).

Funding per-FTE has held steady over time at the community colleges but has declined substantially in the four-year sector. Since 1990, per-FTE funding has declined 19.6 percent at the four-year institutions. This overall decline was spurred by sharp funding cuts in 1994 and again in 2003 and 2004.

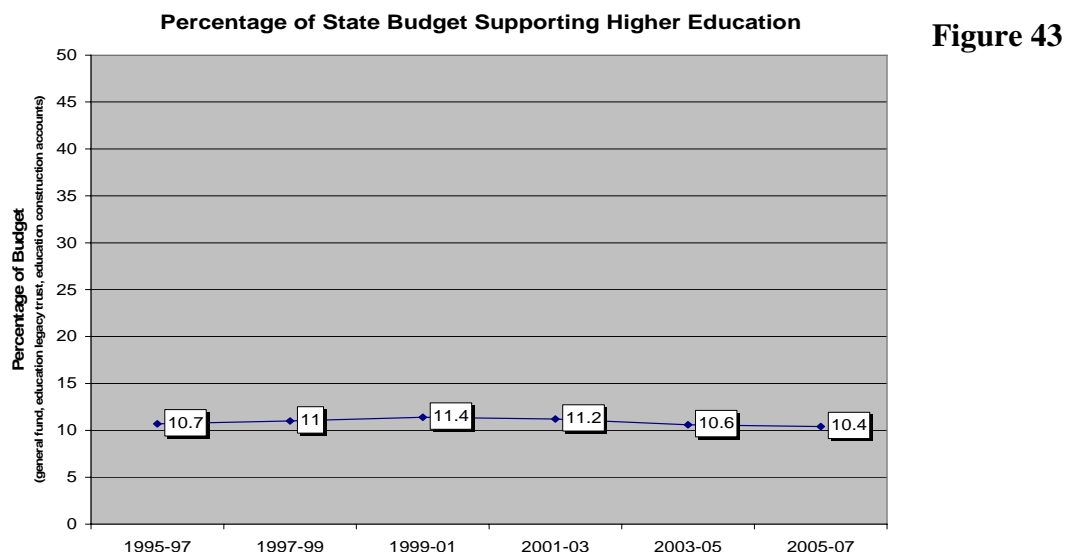
Although state support for the two-year sector declined in seven of the last 18 years, the cuts were proportionately less and state funding has subsequently rebounded to a greater degree than has occurred in the four-year sector.

Since this data set reflects only general fund support, it slightly under-reports the level of state support for higher education in the most recent four years. Education Legacy Trust Account appropriations in 2006 and 2007 amounted to \$139 and \$218 respectively per FTE in the four-year sector and \$136 and \$218 per FTE in the two-year sector.

Preventive facility maintenance and repair support provided for the 2003-05 and 2005-07 biennia through the Capital Budget Education Construction Account is also not reflected in these data. These amounts were, for example in 2006, \$244 per FTE in the four-year sector and \$90 per FTE in the two-year sector. The broad trends over time, however, remain as described on the basis of general fund expenditures."



Another measure of state commitment to higher education is the proportion of the state budget allocated to the system. The proportion of state operating funds devoted to higher education over the last six biennia is reported in Figure 43.



Mission, Students, and Programs

Washington's Community and Technical Colleges

The mission of the community and technical colleges is to provide:

- An open door to every citizen
- Local, affordable access to higher education
- Job training and education
- Adult basic skills and literacy education

The two-year college system serves about 460,000 Washington residents each year and receives roughly 40 percent of the state's \$3.2 billion higher education budget.

Student Participation

Forty-one percent of all graduates with a four-year degree start at a community or technical college. Two-year colleges provide an essential pipeline for students who eventually attend the UW, WSU and the comprehensive institutions (CWU, EWU, TESC, and WWU). In fact, 53 percent of teachers, 40 percent of engineers, and 60 percent of all nurses in Washington began their educational journey at a two-year college.

Economic Stimulation

Two-year colleges infuse the economy with an educated and trained workforce. Community and technical colleges tie their programs to the needs of local business and industry. Last year, 17,861 students completed workforce training and entered the workforce in well-paying jobs.

Serving Underserved Populations

Two-year colleges provide under-served populations the opportunity to get on the pathway to higher education. Many adults enroll in a single course or a few courses to upgrade their job skills or improve their basic skills. For example, 68,940 students participated in ESL, adult basic education, GED and high school completion at a two-year college last year.

Governance

Each two-year college district is governed by a board of five trustees appointed to five-year terms by the Governor with the consent of the Senate.

The State Board for Community and Technical colleges is comprised of a nine member board appointed by the Governor to provide "general supervision and control over the state system of community and technical colleges."

In their 2006 System Direction, the State Board adopted 10-year goals around *Economic Demand, Student Success* and *Innovation*.

University of Washington

UW Vision

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

Discovery is at the heart of our university. We discover timely solutions to the world's most complex problems and enrich the lives of people throughout our community, the state of Washington, the nation, and the world.

UW Values

Integrity

Diversity

*Excellence**Collaboration*

Innovation

Respect

The University of Washington's vision and strategic priorities reflect the core values and culture that make us great and unique.

- **UW Standard of Excellence**

We recruit the best, most diverse, and innovative faculty and staff from around the world, encouraging a vibrant intellectual community for our students. We link academic excellence to cutting edge research through scholarly exploration and intellectual rigor. We hold ourselves to the highest standards of ethics, as a beacon for our community and the world.

- **Academic Community**

We are educators and learners. We promote access to excellence and strive to inspire through education that emphasizes the power of discovery and the foundation of critical and analytic thinking. We foster creativity, challenge the boundaries of knowledge, and cultivate independence of mind through unique interdisciplinary partnerships.

World Leaders in Research

We have grown into the most successful public research university in the nation in attracting support for our research. Ours is a proud culture of innovation, collaboration, and discovery that has transformational impact.

Celebrating Place

The natural beauty of the Pacific Northwest envelops us. This is an important element of who we are, for this awe-inspiring place not only anchors us, it reaffirms our desire to effect positive change in the world around us. We accept gratefully our role in preserving and enhancing Washington: the place, the people, our home.

Spirit of Innovation

As Washingtonians, we are profoundly optimistic about our future. Based on our past and present, we find inspiration for the future. Ours is a culture with a determined persistence that engenders innovation and a belief that our goals can

World Citizens

We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. We embrace our role to foster engaged and responsible citizenship as part of the learning experience of our students, faculty, and staff.

Being Public

As a public university we are deeply committed to serving all our citizens. We collaborate with partners from around the world to bring knowledge and discovery home to elevate the quality of lives of Washingtonians. This measure of public trust and shared responsibility guides our decision-making as well as our aspirations and vision for the future.

Washington State University

Washington State University is the state's research, land-grant university. Its *Mission Statement* asserts that, "As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions, and communities that we serve by fostering learning, inquiry, and engagement."

Its four, primary *Strategic Goals*, which guide its planning and budgeting, are as follows:

1. Offer the best undergraduate experience in a research university.
2. Nurture a world-class environment for research, scholarship, graduate education, the arts, and engagement.
3. Create an environment of trust and respect in all we do.
4. Develop a culture of shared commitment to quality in all of our activities.

The university includes four campuses (Pullman/Spokane, Vancouver, and Tri-Cities), six Research and Extension Centers, 10 Learning Centers (mainly on community college campuses), 26 Small Business Development Center locations, and 39 County Extension Offices. It sees itself as a unified system not defined by place.

Washington State University carries out its mission and goals through 10 colleges: Agricultural, Human, and Natural Resource Sciences; Business; Education; Engineering and Architecture; Liberal Arts; Nursing; Pharmacy; Sciences; Veterinary Medicine; and the Honors College; plus the Graduate School, and the Center for Distance and Professional Education.

Although it serves primarily Washington residents, its students also are drawn from around the country and throughout the world. In 2005, 91 percent of its freshman came from Washington, with 67 percent from the west side of the state and 24 percent from the east side.

About 15 percent received Pell Grants (an indication of low-income status); 15 percent of freshmen identified themselves as members of multicultural ethnic categories; and the average SAT score was 1109. About 13.3 percent of entering freshmen required remediation in math, which is provided at Pullman by the Community Colleges of Spokane.

Of the more than 23,500 students enrolled institution-wide in 2005, 3,219 were graduate students, 740 were professional students (nursing, pharmacy, and veterinary medicine), and 19,585 were undergraduates.

Of the total student body, 13 percent identified themselves as members of multicultural ethnic categories. Slightly more than 36 percent of the baccalaureate graduates that year had entered WSU as transfer students from Washington community and technical colleges (25 percent of the graduating students entered with an associate degree).

The average age of all WSU students was 24 years old, with 17 percent attending part time. Women made up 53 percent of the total student population.

Central Washington University

Mission

Central Washington University's mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives.

Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems.

Qualified faculty and staff create a community that encourages and supports the emotional, personal, and professional growth of students from a variety of backgrounds.

The university works with community colleges to establish centers throughout the state and employs technology to extend the reach of its educational programs. The university community values teaching as the vehicle to inspire intellectual depth and breadth, to encourage lifelong learning, and to enhance the opportunities of its students.

The faculty develop and strengthen bachelor's and master's degree programs in the arts, sciences, and humanities; in teacher education; in business; in the social services; and in technological specializations.

A strong liberal arts foundation; applied emphases; opportunities for undergraduate research, creative expression, and international study; and close working relationships between students and faculty are hallmarks of the undergraduate experience.

Graduate programs develop partnerships between faculty and students to extend scholarship to important areas of research and practice.

Vision

Central Washington University will be respected nationally for outstanding academic programs, global sensitivity and engagement, and a stimulating intellectual community that prepares students for lifelong learning and a diverse and changing world.

Core Values

As a community of scholars, we are committed to

- Each student's greatest good;
- Excellence achieved through a diversity of ideas and people;
- A rigorous curriculum and outstanding teaching;
- Intellectual inquiry, exploration, and application; and
- A supportive university community.

Eastern Washington University

Mission statement

Eastern Washington University is a student-centered, regional, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in Washington State. Its mission is to prepare broadly educated, technologically proficient and highly productive citizens to attain meaningful careers, to enjoy enriched lives and to make contributions to a culturally diverse society.

Eastern Washington University will achieve its mission by providing:

- An excellent, student-centered learning environment;
- Professionally accomplished faculty who are strongly committed to student learning;
- High-quality integrated, interdependent programs that build upon the region's assets and offer a broad range of choices as appropriate to the needs of the University's students and the region; and
- Exceptional student support services, resources, and facilities.

EWU enrollment by race/ethnicity

	<u>Headcount</u>	<u>Percent</u>
Non-resident Alien	142	1.4%
American Indian/Alaska Native	204	2.0%
Asian American	353	3.5%
Black/African American	310	3.1%
Native Hawaiian/Pacific Islander	28	0.3%
Hispanic	656	6.6%
White	6819	68.2%
Other	56	0.6%
Multiple Races	21	0.2%
Unknown	1416	14.2%
Total	10,005	

Fall 2005 undergraduate average 10th day student profile

Average Age	23.5
Gender	5,851 (58.5%) Females 4,154 (41.5%) Males
Origin	
Washington state	8,916
Non-resident US	903
Foreign countries	186

Degree-seeking Status

Less than .5% of students are "not degree seeking."

Pell Grants:	3,288 awards made in Fall 2006
FT/PT Status:	8,996/1,009 or 89.9%/10.1%
Remedial Enrollment:	989 (28.1%) recent HS grads
SAT/ACT Composite Avg.:	980

The Evergreen State College

Mission: Making Learning Happen

The Evergreen State College is a public, liberal arts college serving Washington State. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, social sciences, humanities, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles, described below, that guide the development of all college programs and services.

Principles that guide Evergreen's educational programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic program offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings involve active participation in learning, rather than passive reception of information, and integrate theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse place-bound populations, guides Evergreen's community-based programs in Tacoma and on Tribal Reservations.
- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, (dis)ability, gender, religious preference, and sexual orientation.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.
- The college serves the needs of a diverse range of students including recently graduated high school students, transfer students, working adults, and students from groups that historically have not attended college.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

Evergreen Student Body Fall 2006

	TOTAL	% of total	UNDERGRAD	% of undergrads	GRAD	% of graduate
Headcount	4416	100.0%	4124	100.0%	292	100.0%
WA Resident	3485	78.9%	3212	77.9%	273	93.5%
Non-resident	931	21.1%	912	22.1%	19	6.5%
White	3052	69.1%	2833	68.7%	219	75.0%
African American	209	4.7%	199	4.8%	10	3.4%
Asian/Pac. Islander	200	4.5%	190	4.6%	10	3.4%
Native Amer./Alaskan Native	182	4.1%	156	3.8%	26	8.9%
Hispanic/Latino	208	4.7%	204	4.9%	4	1.4%
Not Indicated	543	12.3%	522	12.7%	21	7.2%
Other	5	0.1%	5	0.1%	0	0.0%
Non-Resident Alien	17	0.4%	15	0.4%	2	0.7%
Students of color (<i>w/aliens in original ethnic category</i>)	811	18.4%	761	18.5%	50	17.1%
Fulltime	3745	84.8%	3617	87.7%	128	43.8%
Part-time*	671	15.2%	507	12.3%	164	56.2%
Male	1941	44.0%	1837	44.5%	104	35.6%
Female	2475	56.0%	2287	55.5%	188	64.4%
Median Age	22		22		31	
Average Age	26.3		25.8		34.1	
Olympia	4153	94.0%	3861	93.6%	292	100.0%
Tacoma	206	4.7%	206	5.0%	0	0.0%
Tribal	34	0.8%	34	0.8%	0	0.0%
Grays Harbor	23	0.5%	23	0.6%	0	0.0%
Disability	327	7.4%	316	7.7%	11	3.8%
First-generation	639	14.5%	635	15.4%	4	1.4%
Undergraduate Pell Grant recipient (any qtr)			1464	35.5%		
Total Degree-seeking	4203	95.2%	3931	95.3%	272	93.2%
Special (Non-matriculated)	213	4.8%	193	4.7%	20	6.8%

*PT for UG=<12 credits; PT for GR=<10 credits.

Western Washington University

Vision

Western Washington University will become the premier public comprehensive university in the country through engaged excellence.

Mission

The Western Experience

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills.

As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state. Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a lifelong passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high-quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

These efforts create an integrated and distinctive Western Experience.

Western Values

Western's mission and strategic objectives are supported by the following core values:

Excellence

Western attains and recognizes excellence in all facets of operation.

Engagement: Western expects students to be actively involved in their own learning and all community members to be actively involved in collaborative scholarship, creative activities and in service to the broader community.

Diversity

Western appreciates the importance of diversity of thought and people and seeks to become more diverse. We honor the contributions of all members of the campus community. We are committed to listening to all sides of an issue and opposed to any form of discrimination.

Community Service

Western expects all members of the University to serve and enrich the intellectual vitality of the campus and the broader community. We expect individual members to be committed to improving the *Western Experience* for all.

Integrity

Western expects all members of the campus community to interact honestly and ethically. We value and expect open, fair, and straightforward behavior and take personal and collective responsibility for our words and our actions.

Innovation

Western encourages creativity, collaboration, and a willingness to experiment and be receptive to new ideas. We strive to bring these qualities to our work and our interactions with others.

Enrollment – All Students, Fall 2006

Headcount:	12,979 (FTE: 12,194)	Men: 5,950 (45.8%)
Undergraduate headcount:	12,154	Women: 7,029 (54.2%)
Full-time:	11,583	
Part-time:	571	Average Age:
Non-Matriculated:	0	Mean: 21.6 Median: 20 Mode: 20

Ethnic Origin

Black	306 (2.4%)
American Indian	277 (2.1%)
Asian-American	1,040 (8.0%)
Hispanic American	429 (3.3%)
Caucasian	10,137 (78.1%)
Other/Unknown	790 (6.1%)
Combined Ethnic/Minority Groups:	2,052 (15.8%)

County of Origin

King	3,727 (28.7%)
Snohomish	1,653 (12.7%)
Whatcom	1,563 (12.0%)
Pierce	1,020 (7.9%)
Other Western Counties	2,826 (21.8%)
Eastern Counties	1,143 (8.8%)
Other States/Foreign	1,047 (8.1%)

Pell Grant Recipients (2005-06)

2,629 of 12,154 undergraduate students (21.5%)

HECB Indicators

Background

The 2004 Legislature examined the HECB's roles and responsibilities and passed House Bill 3103 - expanding the board's policy duties, reorganizing its administrative duties and deleting functions deemed to no be longer necessary. As part of the accountability monitoring plan put in place by this legislation, the board is required to develop measurable indicators and benchmarks for its own performance and submit its own accountability plan to the legislature.

The board shall develop measurable indicators and benchmarks for its own performance regarding cost, quantity, quality, and timeliness and including the performance of committees and advisory groups convened under this chapter to accomplish such tasks as improving transfer and articulation, improving articulation with the K-12 education system, measuring educational costs, or developing data protocols. The board shall submit its accountability plan to the legislature concurrently with the biennial report on institution progress. (RCW 28B.76.270 (6))

The HECB is separately required to develop and report on performance measures as part of the state's budget development process. Student financial assistance comprises the majority of the general fund state monies managed the board (about 97 percent for FY 07). As a result, the board's OFM-approved performance measures primarily fall in the area of student financial assistance. Responding to the requirements of HB 3103 allows the board to examine other aspects of its performance.

Accomplishments Since 2004

Statewide Planning and Coordination

- Developed the first-ever *Statewide and Regional Needs Assessment* to allow for data-driven decisions related to the allocation of student enrollments by providing a comprehensive assessment of regional higher education needs to meet student, employer, and community demand. The report examined current and projected degree programs and enrollment at public and private institutions of higher education, by location and mode of service delivery.
- Completed study on the higher education needs of the Snohomish, Island and Skagit counties region. Worked with local citizens, education leaders, and others to analyze options and alternatives. Submitted report to the Legislature in November 2006.
- Reviewed role and mission of individual institutions, and initiated development of a statewide role and mission for Washington's higher education system. Completed a report on Washington's research university branch campuses, including the UW campuses in Bothell and Tacoma, and WSU's campuses in Vancouver and the Tri-Cities. Followed up with a progress report on planning activities in the Tri-Cities to expand programs and services delivered by WSU's branch campus in Richland and by Columbia Basin College in Pasco, and to improve the coordination of the two institutions' efforts.

Transfer and Articulation

- Convened work groups to develop transfer associate degrees called major-ready pathways (MRPs). Three new transfer associate degrees were developed in pre-nursing, engineering, and elementary education. Reported in December 2006.
- Piloted a competency-based transfer program at Eastern Washington University and the two community colleges in Spokane. Competency-based transfer is described in statute, as “the knowledge, skills and abilities students should possess in order to enter an upper-division program in a particular academic discipline.” The pilot began in fall 2003, and the HECB reported in December 2005 and 2006.
- Removed requirement that students transferring with associate degrees must complete an addition 90 quarter-based credits at a public four-year college or university in order to earn a bachelor's degree.
- Reported on several transfer-related issues, including: transfer and articulation, transfer associate degrees, and upper-division baccalaureate capacity. A consolidated report was approved in December 2006.
- Proposed and piloted a web-based advising system to aid community college students who plan to enter the four-year system. The system will provide students with an online environment in which they can explore requirements for admission, requirements of different majors, and audit their progress toward a degree. Received a grant for over \$200,000 to conduct the pilot with two institutions, using broad-based focus groups to ensure final product will meet the needs of all institutions.
- Developed measures and benchmarks to be used in implementing HB 1794. The legislation brought together several strategies to improve access, including authorizing an expanded role for the branch campuses to include the development of lower-division courses, greater flexibility in admission of transfer students, and freshman enrollment at all four branches.

Articulation with the K-12 Education System

- Worked with Transition Mathematics Project to develop standards that define the math skills and knowledge high school graduates need to complete college-level coursework, meet minimum admission requirements, and avoid remediation upon enrolling in college.
- Published draft definitions for English and science college readiness, seeking to define what is needed for students to be able to successfully complete entry-level college coursework, without remediation, in two- and four-year colleges and universities.

Measuring Educational Costs

- Constructed a simulation model to look at impacts and costs of variations in higher education participation, graduation, state support, tuition, capital funding, and financial aid.
- In compliance with HB 3103, the HECB reviewed existing cost study criteria and procedures for determining costs, and developed new methodology for institutions to use in reporting instructional costs.
- Examined tuition and fees at public colleges and universities compared with other western states, all 50 states, and peer institutions. Reported to the Legislature in February 2006.

Recommendations for the state's Higher Education Budget

- Adopted 2007-09 Operating and Capital budget guidelines and recommendations.
- Reviewed operating, capital, biennial and supplemental budgets and made recommendations to OFM and the legislature.
- The HECB's 07-09 budget recommendations featured a new method of prioritization designed to assist state budget writers in evaluating budget requests.

Developing Data Protocols

- Developed memoranda of understanding with the public baccalaureate institutions to collect and analyze PCHEES data. This process included adding new data elements related to student outcomes that hadn't been collected previously. Outcome reporting will include data on the number of credits transferred into baccalaureate institutions, previous higher education GPA, course completions, and degree completions including students' majors and minors.

Accountability in Higher Education

- With OFM, revised accountability framework to align and streamline previously separate accountability processes defined in the board's enabling legislation and the state budget.
- Adopted a summary report on accountability performance measures and results achieved in the 2005-06 academic year. The board will be asked to take final action adopting a comprehensive report on January 25, 2007.

Program Planning and Review

- Revised the *Program and Facility Approval Policies and Procedures*. The revised policies and procedures clearly define the criteria used to approve programs and off-campus facilities and offer ample opportunity for interested parties to provide feedback on program proposals.
- Since 2001, approved 48 new baccalaureate degree programs, five certificate programs, 33 master's degree programs, and 17 doctoral degree programs. Eliminated 46 programs.
- Allocated \$900,000 in funding to increase enrollment in high-demand fields at Washington's regional universities and The Evergreen State College during the 2006-07 academic year. Also concluded and reported on the 2003-05 high-demand grant cycle, in which \$11.8 million was distributed to Washington's four-year public baccalaureate institutions.

Diversity and Gender Equity

- Completed the report *Diversity in Washington Higher Education*, based on analysis of state-level data on diversity in higher education, information generated from a survey of Washington colleges and universities conducted by HECB staff in 2006, and meetings throughout the state.
- Reviewed policies and procedures in place at the six public four-year institutions in regard to gender equity. State law prohibits discrimination based on gender in student services and support, academic programs, and athletics. Reported in December 2006.

Additional Notable Reports

- Using the enrollment simulation model, reported on the enrollment and capital costs associated with six discrete policy alternatives.
- Collected data on student movement between institutions of higher education within the state. Approved the *Statewide Mobility Report* in September 2006.
- Produced a biennial report to the governor and Legislature on the status of Washington's state-level reciprocity agreements with Idaho, Oregon, and British Columbia.

Financial Aid Policy

- Developed a pilot project for the 2005-07 biennium to assess the need for, and cost to expand, eligibility for the State Need Grant (SNG) program to students taking only four or five credits. Institutions began serving students in fall 2005, and the HECB submitted its report to the Legislature in December 2006.
- Assisted OSPI, in collaboration with the Governor's Office, the State Board for Community and Technical Colleges and the Council of Presidents, to create a workable definition of rigorous high school coursework that would allow Washington students to qualify for the newly created federal Academic Competitiveness (ACG) and Science and Mathematics Access to Retain Talent (SMART) grants.

Selected Administrative Accomplishments

- Held first-ever elections for HECB officers in January 2006, reorganized committee structure in September 2005, and updated HECB bylaws in February 2006.
- Managed \$188 million in state-funded student financial aid.
- Managed the Guaranteed Education Tuition (GET) program. As of December 31, 2006, 69,447 accounts had been opened, with a total value of \$806.2 million.
- Authorized 50 institutions to offer degrees in Washington (22 non-profit, 19 for-profit and nine out-of-state public institutions) covering 346 programs of study. Institutions are authorized every two years.
- Verified the exempt status of 111 institutions (40 public, 20 accredited independent, 48 religious, two tribally-controlled, and one federal).
- Applied for, and received, a second GEAR UP grant to serve 1,035 seventh-grade students over six years. Scholarship program services are provided through 12 school districts, providing college awareness, academic planning, and scholarship opportunities to low-income middle and high school students.
- Administered \$150,000 in child care grant funding to address the need for high quality, accessible, and affordable child care for students at Washington's public baccalaureate institutions.
- Administered the Distinguished Professorship Program and the Graduate Fellowship Program, which provide state matching grants for creation of professorships and fellowships at public four-year institutions. Under these programs, the state matches \$250,000 worth of donations per professorship and \$25,000 worth of donations per fellowship.
- Laid administrative groundwork for the newly-created Foster Care Endowed Scholarship program. In 2006, the scholarship was added to the list of eligible recipients for contributions to the Combined Fund Drive.
- Together with members of the non-profit Scholarship Coalition, HECB staff worked toward the development of a statewide scholarship clearinghouse that would be administered by the HECB. The clearinghouse is intended to provide a "one-stop shop" for students looking for information on existing scholarships and help in applying for them.

Indicators and Benchmarks for the 07-09 Biennium

Proposed measures are in italics.

Strategic Planning

The HECB develops, publishes and implements the *Statewide Strategic Master Plan for Higher Education* every four years. The most recent strategic plan was published in 2004. The plan includes two overarching goals - to increase opportunities for students to earn degrees and to

respond to the state's economic needs. The plan further proposes that the state work toward achieving these goals by following eleven strategic policy initiatives. Within the 11 policy initiatives, the plan calls for the HECB and state policymakers to complete 31 specific tasks.

Timeliness of Reports

State law assigns to the HECB a number of recurring reports and analyses. Topics include transfer, articulation with the K-12 sector, measuring educational costs, diversity, gender equity, and many others. Many of these reports have specific due dates in statute.

Percentage of statutorily required reports the board takes action on within 30 days of the due date.

Advisory Council

The board's advisory council has evolved since it was first created in 2004. At present, it serves as a forum for the board to gain more in depth understanding of policy areas and to begin exploring policy solutions. Ideally, issues reviewed by the advisory committee will result in policy recommendations or board action within 6 to 12 months.

Percentage of policy areas resulting in board action within 12 months of discussion at the advisory council.

Program and Facility Approval

The program and facility approval process ensures that new public baccalaureate programs support the role and mission of the institution; foster high-quality programs; meet state, regional and community needs; provide access for diverse populations; demonstrate the need is commensurate with the costs and be free from unnecessary program duplication. HECB staff and board members strive to complete the review and approval process in a timely manner, so institutions can move forward (or not) with their plans.

Percentage of program and facility approvals the board takes action on within 60 days after the comment period closes.

Transfer

Even though the number of students transferring from the two-year to four-year institutions has increased, the rate at which they transfer has remained relatively static, and actually declined this decade according to an analysis conducted by the HECB. However, a different analysis is used here as the basis for the next indicator. Outcomes after three years for the cohort of students who entered the community and technical college system for the first time in 2001-02 with the intention of transferring to a four-year institution are shown in this HECB analysis of data provided by the SBCTC (see figure ???). Just over half of the students intending to transfer did so within three years. Another 9.3 percent remained enrolled into the fourth year, while over 40 percent had left school. These data exclude students who did not earn at least 15 credits.

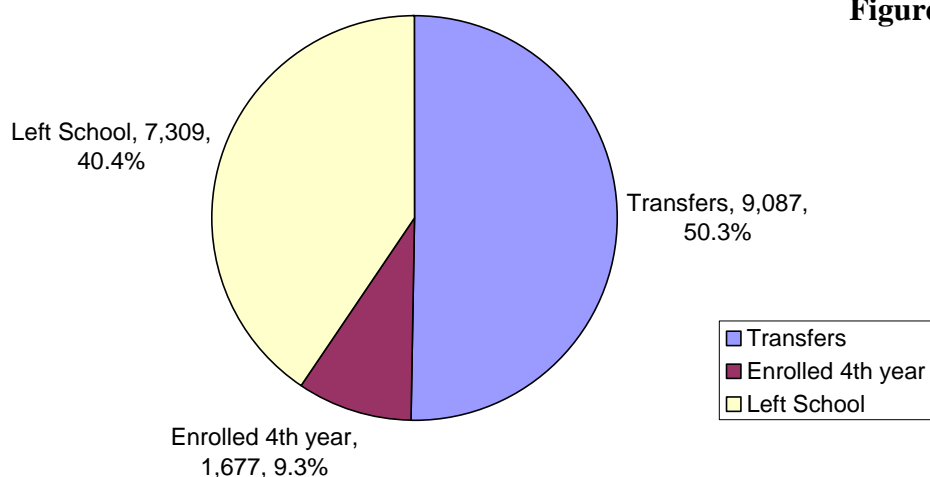
Transfer rates may be impacted by lack of capacity at the four-year institutions, lack of adequate preparation, financial issues, and other factors not well understood. Although the number of students who transfer to four-year institutions has continued to increase, these gains have not yet improved the state's ranking in terms of bachelor's degrees awarded.

The HECB is actively proposing policy solutions to remove barriers for student who wish to transfer. Examples include development of a web-based advising system and major-related programs, increasing enrollment capacity at public baccalaureate institutions and increasing funding for the board's Educational Opportunity Grant (EOG) financial aid program - which is designed to serve transfer students. The HECB believes adoption of these policies will improve the state's transfer rate.

Percentage of community and technical college students who transfer to a baccalaureate institution within three years of initial enrollment in the two-year college system or remain enrolled in their fourth year of study (among students declaring an intention to transfer; excluding students who do not earn at least 15 credits).

**Transfer Rate within 3 Years of Enrolling at CTC in 2001-02
(Students Earning Fewer Than 15 Credits Not Included)**

Figure 44



Outcomes for the cohort of students enrolling for the first time at Washington Community and Technical Colleges in 2001-02 with the intention of transferring to a four-year institution are further described in Figure 45 below. This is not a performance indicator for the HECB, but is included at the request of the State Board for Community and Technical Colleges. To read the table, figures total from top to bottom in columns. In rows, figures total from right to left. The cohort as defined includes 18,073 individual students. In the analysis shown in the table, the cohort is divided into two groups, according to whether they earned an academic associate degree or not. Then for each of these two groups, the outcomes of transferred, still enrolled, or left school are reported. Percentages do not add up to 100 due to rounding.

Figure 45

	Students by academic degree outcome	Transferred within three years	Still Enrolled	Left School
Academic Associate Degree Earned	6,677	5,178 (78%)	856 (13%)	643 (9%)
No degree or technical degree earned	11,396	3,909 (34%)	821 (7%)	6,666 (58%)
Total Students	18,073	9,087 (50%)	1,677 (9%)	7,309 (40%)

K-12 Articulation

According to data provided by the SBCTC, 52 percent of recent high school graduates take at least one remedial course while enrolled in the community and technical colleges, with 46 percent taking remedial courses in mathematics. Similarly, 11 percent of recent high school graduates take at least one remedial course at public 4-year institutions, with nine percent taking remedial courses in mathematics.

The HECB participates in a number of policy initiatives designed to better define or communicate how students can prepare for college level work. In addition to its statutory role of defining minimum admissions standards for the state's public baccalaureate institutions, the board is a member of the management oversight group for the Transitions Math Project and is spearheading a similar project to define college readiness in English and science. The HECB believes completion of this policy work and implementation of its findings will reduce the state's remediation rate.

Percentage of recent high school graduates requiring remediation while in college.

Developing Data Protocols

In 2005, the HECB signed a series of memoranda of understanding with the public baccalaureate institutions, adding new data elements related to student outcomes that hadn't been collected previously. Outcome reporting will include data on the number of credits transferred into baccalaureate institutions, previous higher education GPA, course completions, and degree completions including students' majors and minors. The MOUs also defined how and when the data may be used and included a requirement that the HECB review its use and interpretation of data with the institutions prior to publishing reports or sharing analyses based on the data.

Percentage of uses of PCHEES data reviewed with institutions prior to releasing reports or analyses.

Cost:

The policy and coordination work done by the HECB is in some ways analogous to work done in some divisions of OFM. Most notably, the divisions shown as "Statewide Economic and Revenue Forecasts, Fiscal Planning and Research", "Budget Driver and Expenditure Forecasts, Research and Monitoring", "Population Estimates, Forecasts and Census", "Budget Development" and "Statewide Policy Development" include similar work and require employees with similar skills.

Below is a table comparing the costs of these selected OFM functions with the cost of the HECB's policy and coordination function. The cost is presented on a "per FTE" basis and was calculated using numbers reported in each agency's 05-07 activity report. It is important to note that the costs included in the ratio are not limited to salary and benefit costs. The ratio also includes allocated indirect costs, such as lease, heat, light, telephone, and mail, and some allocation of each agency's support service costs, such as accounting, budget, information technology, and human resources. It is also important to note that the state does not mandate how each agency allocates such costs and that larger agencies, such as OFM (281.8 FTE) can reasonably be expected to have greater economies of scale than smaller agencies like the HECB (86.1 FTE). Despite these limitations, the ratio can be used to make a gross comparison between similar functions of state government.

Figure 46

Agency/Activity	General fund state cost (Biennium)	FTE	Biennial Cost per FTE
OFM - Statewide Economic and Revenue Forecasts, Fiscal Planning and Research	\$1,422,000	7.3	\$194,795
OFM - Budget Driver and Expenditure Forecasts, Research and Monitoring	\$1,422,000	7.2	\$197,500
OFM - Population Estimates, Forecasts and Census	\$1,422,000	7.3	\$194,795
OFM - Budget Development	\$8,060,000	40.4	\$199,505
OFM - Statewide Policy Development for the Governor's Office	\$7,599,000	25.6	\$296,836
HECB- Policy and Coordination	\$5,067,000	27.9	\$181,613

Biennial cost per FTE for HECB Policy and Coordination function.

Accountability for Student Success in Washington Higher Education

Appendices

- Appendix I: Accountability Higher Education in Washington
State Legislative/Administrative History (Dec. 2005)**
- Appendix II: Proposed Revisions to Accountability Framework
(May 2006)**
- Appendix III: Accountability Monitoring and Reporting System:
Performance Targets (May 2006)**

December 2005

Accountability in Higher Education in Washington

State Legislative/Administrative History

- | | |
|------|--|
| 1986 | HECB highlights issue of accountability in master plan. |
| 1987 | Budget provision calls on HECB and SBCTC to report to the Legislature concerning a number of accountability/assessment measures. |
| 1995 | <p>Budget directs institutions to report to HECB on strategies to meet increasing demands for efficiency, focusing on:</p> <ul style="list-style-type: none">• Faculty contact• Time-to-degree/certificate• Graduation rates• Increasing number of degrees per instructional faculty |
| 1996 | HECB publishes Accountability Report, containing state and institutional results on numerous indicators in relation to goals of the board. |
| 1997 | <p>Budget establishes requirement for performance goals in relation to:</p> <ul style="list-style-type: none">• Graduation efficiency index (95% freshmen/90% transfer)• Student retention (95% research/90% comprehensive)• Five-year graduation rates (65% research/55% comprehensive)• Faculty productivity• A campus-specific accountability measure <p>Two percent of non-instructional funding (\$10.7 million) is withheld from baccalaureate institutions, placed in reserve, to be released upon certification by HECB that institutions have met performance targets. HECB reviews and approves institutions' plans, recommends release of all funds for first year of budget. All reserve funds are released in the first year.</p> |

Two-year colleges have similar framework of performance goals (wages for vocational graduates, academic transfer rate increases, core course completion, graduation efficiency index). Partial funding is withheld in reserve

1998 HECB publishes report entitled, “Performance Funding and Accountability,” reporting that two-thirds of goals (39 of 58 separate measures) were met or exceeded. The HECB recommends release of 77% of withheld funds, creation of incentive pool of performance funds available through competitive grants. The report encourages new assessment projects in quantitative skills and technology literacy.

[For the biennium, \$9.1 million was eventually released; \$1.5 million was not released to institutions, and lapsed to the Education Savings Account.]

1999 Budget does not withhold funds. Baccalaureate institutions are directed to report to HECB on annual progress toward goals (from 1997-99 budget).

Fall Accountability Forum participants agreed to emphasize student learning outcomes (writing, information and technology literacy, quantitative reasoning)

2000 HB 2375 directs public baccalaureates to define information and technology literacy, develop strategies for measuring achievement, and report to Legislature by January, 2002 on feasibility and implementation plans.

HECB publishes report entitled, “Performance Accountability,” recommends against budgetary penalties linked to performance measures, and recommends re-evaluating goals set by Legislature in 97-99 budget.

2001 Budget does not include indicators or targets; directs HECB to set targets and requires institutions to prepare accountability plans to achieve measurable and specific improvement. HECB delegates to institutions responsibility for setting meaningful targets

2003 HECB reviews targets, publishes “Higher Education Accountability Plans” report, and recommends changing August deadline for accountability plans since data are not available until October.

2004 HB 3103 is adopted, revising HECB responsibilities.

- HECB “shall establish an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals”

2005-07
Budget Base funding increases approved for institutions. Institutions are required to “show demonstrable progress” toward specified six-year goals.

- Proportion of students who graduate within 125% of credits required
- Proportion of degrees awarded to Pell grant recipients
- Freshman retention
- National ranking for federal research grants
- Job placement or graduate school acceptance rates
- Number of accredited programs

* Also included in budget as performance indicators.

May 2006

Proposed Revisions to Accountability Framework

Introduction

State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for higher education in Washington. State law also specifies that the “board shall approve biennial performance targets for each four-year institution and the community and technical college system, and shall review actual achievements annually.”

Board staff are proposing a revision to the current accountability framework. At its March 2006 meeting, the board reviewed the proposed revisions to the accountability framework, which it originally adopted in April 2005. The revisions align and streamline previously separate accountability processes defined in the board's enabling legislation and the state budget. This document contains the same revisions the board reviewed at its March meeting, plus a few additions and clarifications.

The notable changes from the version presented in March are as follows:

- A new performance indicator is added for successful transfer. Specifically, this indicator will monitor the number and percentage of students who enter the two-year college system with the intention of transferring to a baccalaureate institution and who actually do transfer within three years.
- Although the above indicator is placed in the section of the document dealing with community and technical colleges, the text of the framework acknowledges this indicator relates to the nexus between these two segments of higher education.
- Language is added clarifying that targets for the two-year system will remain biennial and that the targets will encompass a six-year span of time.
- Language describing performance indicators without targets is revised. Rather than emphasizing only that targets are not associated with these indicators, the new description states that targets are not required and also emphasizes that data on these indicators will be monitored.
- The list of types of data in the context section at the end of the document is re-sequenced for greater coherence, and two elements are added to the list: 1) number of degrees awarded per FTE student; and 2) the proportion of students in the two-year college system who intend to transfer and did not transfer within three years, but persist in working toward transfer during the fourth year of their studies.

The board is asked to take action at today's meeting by adopting both the revised accountability framework and institutional targets, which are presented in a companion item.

Background

The Higher Education Coordinating Board adopted an accountability framework in early April 2005. Later that same month, the legislature adopted a 2005-07 operating budget, which included numerous additional and differing provisions regarding accountability.

Board staff are proposing revisions to the accountability framework adopted last year in order to respond to concerns of institutions about the manner in which we measure performance improvement and to integrate accountability provisions subsequently included in the biennial budget. The accountability framework will be evaluated every four years, in conjunction with the schedule for developing the statewide strategic master plan. In addition, elements in the current proposal will need to be the focus of further planning and collaborative work before full implementation is possible.

The proposal calls for consolidating accountability provisions in one place to provide greater clarity. Removing specific provisions from state budget statute and consolidating it into the board's framework will also provide more flexibility for the accountability monitoring system. The HECB, Office of Financial Management, and the institutions will work in partnership to implement the framework.

Overview and Summary

No changes to the performance indicators currently used for accountability monitoring and reporting in the community and technical college system are proposed. However, an additional measure for transfer will be included as well as data on continuation of transfer-related study. Further changes may be considered at a future date. The measures for the two-year institutions are summarized below.

There are several important changes proposed in the four-year institutional sector. The balance of this document focuses primarily on those changes.

The new framework for baccalaureate institutions will include two distinct categories of performance indicators. One category will have associated performance targets. The other category of performance indicators will involve monitoring results and reporting data on results – without associated targets. It is expected that results for indicators without targets should at least remain at or near current performance levels.

The indicators with targets are reduced substantially in number, providing greater opportunity for focusing on high priority results and enhancing the clarity and simplicity of the system. The timeline for performance targets would change from the current biennial target cycle to a goal cycle in which six-year targets provide the primary emphasis, but are accompanied by two- and

four-year checkpoint milestones along the path toward the six-year goals. A new set of six-year goals will be added every four years. The proposed framework includes additional guidance to institutions beyond that which was previously given concerning the magnitude of improvement the HECB and Office of Financial Management expect and hope to see on performance indicators.

Targets proposed by four-year institutions are subject to approval by both the HECB and the OFM, which reflects a new partnership envisioned between HECB and OFM in implementing the accountability system. Institutions have the opportunity to include up to three performance indicators of their choice as part of the system; institutions would have the option to include targets for such institution-specific indicators.

Community and Technical College System

Apart from one addition described below, indicators for the community and technical college system will remain unchanged from the April 2005 accountability framework adopted by the HECB. The current indicators are:

- Number of academic associate degrees awarded
- Number of technical associate degrees awarded
- Numbers of students defined as ready for transfer
- Numbers of students defined as prepared for work
- Numbers of students gaining at least one competency level in a basic skill

The additional indicator does not fit neatly or solely within the two-year college sector. Instead, 'transfer' focuses on the nexus between the two-year and four-year sectors and describes an important intermediate performance outcome for the higher education system as a whole. The indicator will report the number and percentage of students who enter the community and technical college system with the intention of transferring to a baccalaureate institution and within three years do, in fact, transfer to a baccalaureate institution. This measure will be limited to students who have shown evidence of seriously pursuing the goal of transfer by completing at least 15 credits of college-level study.

The State Board for Community and Technical Colleges developed the existing indicators, except the indicators for degrees awarded. The HECB intends to work in consultation with the SBCTC in the future to analyze available data on student outcomes and determine, based on research, whether further measures ought to be included.

For the two-year sector, targets will remain biennial. However, it is intended that three biennia remain in view at any given time. In other words, initially targets will be set for 2006-07, 2008-09, and 2010-11. Then, as each biennium elapses, a new target is added for the biennium six years out into the future.

Baccalaureate Institution Indicators with Targets

Indicators with targets will focus on degrees conferred, graduation and retention rates, and efficiency in awarding undergraduate degrees. Specifically, indicators with targets will be:

- Number of bachelor's degrees awarded
- Number of bachelor's degrees awarded in high-demand fields
- Number of advanced degrees awarded
- Six-year graduation rates for first-time, full-time freshman students
- Three-year graduation rates for transfer students with an associate degree from a Washington community college
- Freshman retention rates
- Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

The institutions also shall report results on each of the above indicators for students receiving Pell grants. Separate targets for Pell grant recipients are not required. The expectation is that results for Pell grant recipients be maintained at or above current levels.

Baccalaureate Institution Target Date Frequency, Phasing

Actual achievements will be monitored annually, and short-term and long-term markers for future performance will be developed for internal planning and monitoring purposes. Although the main emphasis within this accountability system will be placed on the six-year goals, assessment of progress in the accountability framework is not limited to a snapshot once every six years. Each year, a new cohort of students is admitted and begins or resumes study. In addition, the framework is intended to encourage continuous improvement.

Interim checkpoints will be included at two- and four-year markers en route to the six-year targets. For the current cycle, the two-year checkpoint will occur at the end of the 2006-07 academic year. The four-year checkpoint will be in 2009, and the six-year target relates to results in 2011. There will be a six-year target added every four years, synchronous with development of the strategic master plan. Each six-year target would be accompanied by two- and four-year interim checkpoints, as shown in the following chart:

Strategic Master Plan Adoption Schedule	Two-Year Interim Checkpoint	Four-Year Interim Checkpoint	Six-Year Target
2004 (December)	2007 (2006-07 AY)	2009	2011
2008	2011	2013	2015
2012	2015	2017	2019

Frame of Reference for Gauging Performance Improvement

A starting point will be calculated for measures with targets; the starting point provides a reference to measure change and improvement over time. The starting point may be described as the year 2000, though it actually would represent the five-year average for results on the indicator from 1998 through 2002, to the extent such data are available. Where these data are not available for these years, data for more recent years may be used.

This approach replaces provisions currently in the framework in which a three-year average is calculated for determining a baseline. It facilitates reporting progress further into the future with reference to a single, fixed starting point.

Target Level Ambition

The priority is the six-year target. It is also recognized that effective interventions may not become evident in data on results until several years after initiating the intervention. Many indicators may not be expected to change with a two-year or even a four-year span. Therefore, two- and four-year interim checkpoints can be maintenance goals. Six-year targets, in general, are expected to be performance improvement targets.

The budgeted enrollment levels and the overall amount of revenue available to an institution have enormous bearing on the level of output and performance improvement that can be achieved. The HECB and OFM intend to be mindful of funding levels when considering whether to approve proposed targets. However, funding is not the sole factor explaining or determining levels of achievement in the system; thus the precise level of ambition reflected in the performance targets should not be determined solely by the precise amount by which revenue has increased or decreased.

It is also recognized that a certain amount of random fluctuation over time should be expected in any performance indicator and that random fluctuations carry no implications for the quality of performance the measure is intended to reflect. The potential for “statistical noise” is always present in any performance measurement. As the framework is implemented, both HECB and OFM intend to be cognizant of the difference between random fluctuations that do not reflect real changes in performance, and actual changes in performance that may be reflected in performance measure achievement data.

Improvements can and should be produced both through higher base funding and through process improvements not tied directly to higher base funding. HECB staff calculate that base revenue for institutions is approximately 2 percent higher in the 2005-07 budget in comparison to the 2003-05 budget. As suggested above, it is assumed that results can be improved still further through changes in management and operations at the institutions. Thus, in general, targets should reflect expectations for improvement in excess of 2 percent in most cases. However, institutions may propose targets below this level with an accompanying rationale addressing circumstances specific to the target, measure, and institution in question.

The HECB and OFM will consider such proposals and their rationales on a case-by-case basis. Such proposed targets may be approved if deemed appropriate under the specific circumstance at hand.

- Six-year targets in 2011, for degrees conferred, will be expected to improve upon current numbers by a significant amount. The precise magnitude of the increase will be determined through consultations with each institution so as to take into account the unique characteristics and circumstances of each. Six-year targets for 2015 and subsequent cycles should envision further improvement.
- Six-year targets for graduation rates will be expected to improve upon current results. The precise magnitude of the increase will be determined through consultations with each institution so as to take into account the unique characteristics and circumstances of each.
- Maintenance targets for other indicators are acceptable.
- If state FTE enrollment appropriations and tuition revenue combined are reduced from the 2005-07 level, six-year targets could be reduced; if such revenue is increased from the 2005-07 level, six-year targets could be increased.

Targets proposed by institutions will be subject to review and approval by the HECB and OFM. Maintenance levels at checkpoint stages and, in some instances, maintenance level targets are acceptable; however, these target and checkpoint parameters should not be regarded as maximums. Institutions are encouraged to set ambitious yet attainable targets and checkpoint performance levels above the minimum levels described in the framework.

Performance Indicators to be Monitored

The accountability system will monitor results for several additional performance indicators. Results for Pell grant recipients on indicators with targets were mentioned above. Beyond those results, the new framework also would track job placement/employer satisfaction survey data, a more comprehensive graduation rate measure and institution-specific measures. Although these measures will not have targets associated with them, institutions will report results to the HECB, and the board will monitor and report the results.

Job Placement/Employer Satisfaction

The HECB will work with OFM and the institutions to design a brief set of questions that would be intended to generate data concerning job placement and employer satisfaction with recently hired graduates of Washington's public baccalaureate institutions. The feasibility of various methods for collecting the data will be explored. Options may include adding a limited set of additional questions to surveys already being administered by institutions, state agencies or other entities. The goal is to begin collecting such data by the end of the 2006-07 academic year.

In the meantime, institutions will continue to report to the HECB the available data gathered from biennial alumni surveys and will collaborate to generate comparable data across campuses.

Institutions may propose alternative methodologies if they believe an alternative approach will generate reliable data that is similar across campuses.

Comprehensive Graduation Rates

Graduation rates will continue to be measured in the current manner for first-time, full-time freshmen and for certain transfer students, as defined. In addition, institutions also will begin to report a more comprehensive graduation percentage.

A working definition of this more holistic graduation rate is the combined proportion of undergraduates who earn a bachelor's degree within six years of enrolling with freshman status, within five years of enrolling with sophomore status, within three years of enrolling with junior status, and within two years of enrolling with senior status. This tentative definition is open to refinement following consultation with institutional research and technical staff. The initial purpose of this effort is to ensure that graduation outcomes for as many students as possible are reported. It is presumed that a proportion of the undergraduate student population is not included in either of the two previously described graduation rate measures.

Institution-Specific Indicators

The accountability framework will include up to three institution-specific indicators related to quality. The institutions will retain discretion regarding whether or not targets for such measures will be included. The HECB will include all such indicators, performance results, and targets (if appropriate) in its biennial accountability report to the legislature and governor.

Miscellaneous Provisions

To take institutional schedules into account and monitor the most recent information on results, the deadline for institutions to report results to the HECB, and for the HECB to report those results, will be delayed by one month to November 1 and December 1, respectively. The 2006 supplemental operating budget passed by the legislature incorporated this change.

The HECB will explore, in collaboration with the institutions, OFM and legislature, the feasibility of alternative measures for institutional quality for possible future use. An annual conference or forum focusing on best practices should be considered, and if developed, will be regarded as an element of the accountability system.

Wherever appropriate, when the HECB reports on results achieved for measures tracked in the accountability system, aggregated statewide results also would be reported. The purpose is to emphasize system-wide results because that is a more comprehensive perspective than reports limited to institution-specific results alone.

The context section described in the April 2005 accountability framework, as adopted by the board, is retained in the proposal, with a limited number of additions and slight revisions. The context section will gather data that describe conditions of higher education in the state, as well as the unique mission and student demographics at each institution. This information will help policymakers understand some of the key factors that influence results such as degree production in the state. For example, if fewer students graduate from high school, then the public baccalaureate institutions will produce fewer baccalaureate degrees.

Data reported will include but not be limited to:

- Average WASL scores for tenth graders
- Percentage of ninth graders who graduate from high school on time with their class
- Number of students participating in dual-credit programs (e.g., Running Start)
- Percentage of recent high school graduates requiring remedial education
- Number of transfers from Washington community and technical colleges
- Proportion of new students from Washington community and technical colleges (reported separately for each institution)
- Number and percentage of community and technical college system students on the transfer path who did not transfer within three years but continue working toward the objective of transfer to a baccalaureate institution in their fourth year of study in the community and technical college system.
- Percentage of students earning bachelor's degrees who have earned at least 40 credits from the Washington community and technical colleges
- College participation rates
- Degrees conferred per full-time equivalent enrolled student
- Degrees earned among the state's college-age population
- State funding per full-time equivalent student
- Financial aid per full-time equivalent student (or another affordability measure – such as percentage of family income needed to pay for college)
- Percentage of state funds allocated to higher education
- Mission, enrollment by race, ethnicity, average age, gender, origin (e.g., high school and community college), first-generation status, degree-seeking status, Pell grant status, full-time or part-time status, participation in remedial education, and SAT, ACT or other indicator of academic preparedness, where available, at each institution.

Relevant Additional Statutory Provisions Regarding Accountability

A number of provisions in current law are related to the accountability framework. These provisions, which are not directly affected by HECB action on the framework, will be implemented in coordination with the implementation of the framework.

Current statute states, “Based on guidelines prepared by the board, each four-year institution and the State Board for Community and Technical Colleges shall submit a plan to achieve measurable and specific improvements each academic year on statewide and institution-specific performance measures. Plans shall be submitted to the board along with the biennial budget requests from the institutions and the state Board for Community and Technical Colleges.” [RCW 28B.76.270(2)]

The HECB intends to develop guidelines as described above, and to consult with institutions regarding the potential for including summary information regarding the plans in its accountability reports.

The HECB is required under current statute to report on progress toward accountability goals or targets “along with the board’s biennial budget recommendations.” [28B.76.270(4)]

The HECB “shall review actual achievements annually.” [28B.76.270(3)]

May 2006

Accountability Monitoring and Reporting System: Performance Targets

Introduction

State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for higher education in Washington. State law also specifies that the “board shall approve biennial performance targets for each four-year institution and the community and technical college system, and shall review actual achievements annually.”

Board staff have worked with the public baccalaureate institutions and the State Board for Community and Technical Colleges to establish targets for accountability measures, as required in the board's accountability framework. At today's meeting, the board is asked to adopt these targets and approve the revised accountability framework, as presented in a companion item.

Background

Beginning in January 2006, board staff worked with the Office of Financial Management, the public baccalaureate institutions, and the State Board for Community and Technical Colleges to develop a revised accountability framework. As these efforts began to draw to a successful conclusion, board staff asked the institutions and the State Board for Community and Technical Colleges to submit proposed targets using the new framework. Targets were received in late March, allowing board staff several weeks to review and analyze them. Staff presented the initial results of the analysis to the board's education committee on April 24, 2006.

Summary

If the institutions meet their targets for bachelor's degrees, it appears the state will meet the board's goal for 30,000 degrees by 2010. The picture is less clear for the board's goals for advanced degrees and associate degrees.

The proposed accountability framework presumes that, in general, targets should exceed current performance by more than 2 percent because base revenue from the 2005-07 biennial budget is 2 percent higher than under the previous budget. The level of ambition reflected in the proposed targets varies widely among institutions and across indicators. For example, if the proposed bachelor's degree targets are met and not exceeded, production would increase 49.7 percent at UW Tacoma and 2.2 percent at The Evergreen State College.

Staff Analysis

Performance trend data and the targets proposed by institutions of higher education and the State Board for Community and Technical Colleges (SBCTC) are provided. The proposed targets are displayed in numeric form in tables included in this document. In addition to the tables, this information also is presented in a series of bar charts, both within and in addition to this document. This information is organized around the performance measures in the proposed accountability monitoring and reporting system.

Five-year averages, three-year averages and targets

The tables and charts generally show three data points for each institution:

1. The institution's annual average result during the five-year period from the 1997-98 academic year through the 2001-02 academic year;
2. The institution's annual average result during the most recent three years – that is, the academic years 2002-03, 2003-04 and 2004-05; and
3. The target proposed by the institutions.

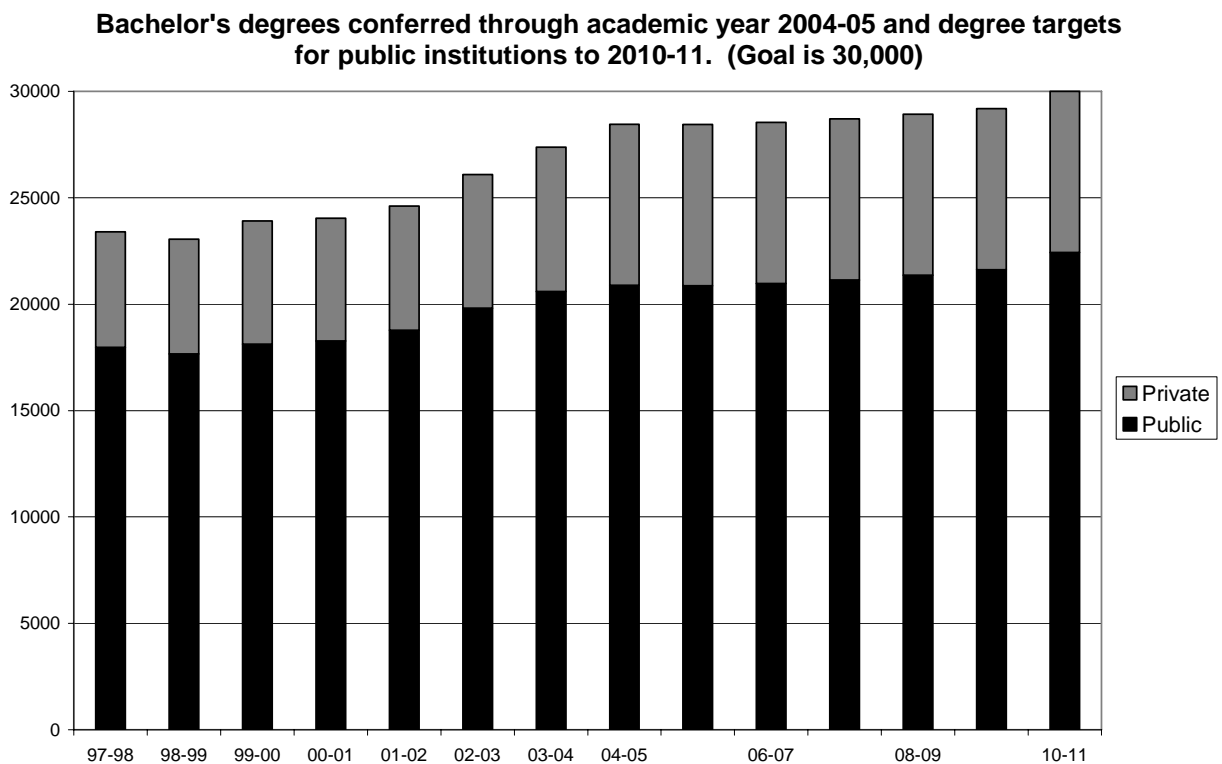
The tables also show two-year and four-year interim checkpoints on the path to the six-year targets.

Under the proposed accountability framework, the five-year period from 1998 to 2002 serves as a benchmark against which future performance is to be understood and achievements described. The data from the most recent three-year period, 2003-05, is included to provide a more complete picture of trends and to ensure the most up-to-date information is available to assist the board in making sound interpretations of the meaning of the proposed targets.

Bachelor's Degrees¹

The *2004 Statewide Strategic Master Plan for Higher Education* established a goal of 30,000 bachelor's degrees per year by 2010. If degree production in the private sector were to remain at the 2004-05 production level and if public institutions were to confer the number of degrees envisioned by the targets, the master plan goal for bachelor's degrees awarded in the state would be achieved. If targets are met and not exceeded, public baccalaureate institutions as a whole would confer 9.8 percent more bachelor's degrees by 2010-11 than they did on average during the most recent three-year period.

¹Data regarding degrees conferred should not to be assumed to reflect numbers of individual students earning degrees. The number of degrees is larger than the number of students earning degrees, since some students earn multiple degrees through dual and concurrent degree programs.



Bachelor's Degrees: Trend data from two periods; checkpoints, targets proposed by Institutions

Institution	Five-year Average 1998-02	Three-Year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	409	560	575	650	800
UW Seattle	6295	7087	7300	7400	7500
UW Tacoma	404	668	700	800	1000
WSU	3720	4166	4170	4170	4300
CWU	1950	2031	2000	2050	2300
EWU	1615	1942	2035	2035	2300
TESC	1158	1164	1174	1182	1190
WWU	2610	2813	2913	2968	3038

Number of bachelor's degrees awarded in high-demand fields

High-demand fields are defined in accordance with the findings of the HECB *Statewide and Regional Needs Assessment*. Those fields are engineering, computer science, software engineering, architecture and health related professions. Individual institutions determine which of their bachelor's degree programs fit within the scope of these fields as described.

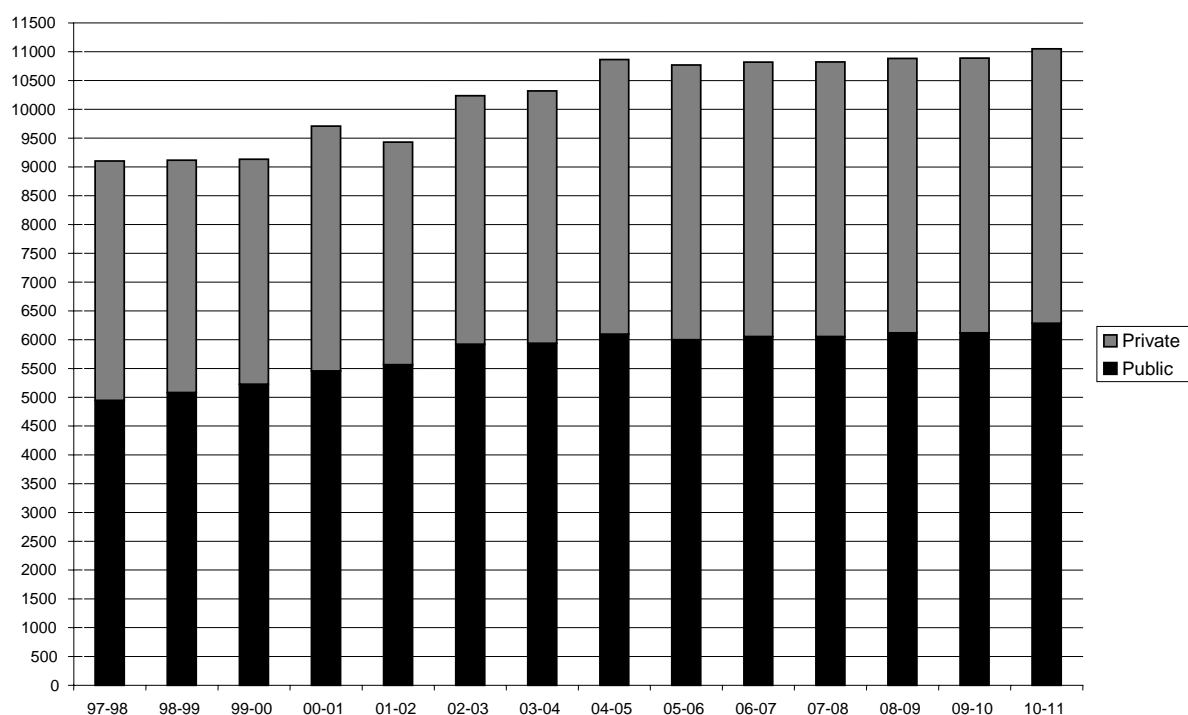
High demand bachelor's degrees

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	128	152	165	180	200
UW Seattle	872	966	1000	1050	1250
UW Tacoma	64	113	135	150	165
WSU	524	654	630	630	700
CWU	48	43	48	49	50
EWU	240	337	405	405	440
WWU	183	347	365	371	380

Advanced Degrees

For advanced degrees, current degree production in the private sector combined with public institutional targets would total 11,053 degrees in 2010; that would be 447 advanced degrees (3.9%) short of the goal.

**Advanced degrees conferred through academic year 2004-05
and projected degrees based on public institution targets (Goal - 11,500).**



**Advanced Degrees: Trend data from two periods;
checkpoints, targets proposed by Institutions**

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	34	94	110	110	125
UW Seattle	3068	3494	3500	3550	3550
UW Tacoma	73	125	150	150	175
WSU	1003	1076	1090	1090	1200
CWU	181	203	188	196	210
EWU	453	537	550	550	555
TESC	101	93	92	92	93
WWU	341	364	372	375	377

Associate Degrees

The associate degree target for 2006-07 proposed by the SBCTC slightly exceeds the interim degree goal for the public sector set by the HECB for that year. However, if the associate degree trend of the past three years, combined with the precise level of the 2006-07 target, continues through 2010, the number of associate degrees awarded by public institutions would fall more than 12 percent below the goal for 2010.

Associate Degrees: Trend data from two periods; checkpoints, targets proposed by Institutions

Institution	Indicator	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
Community & Technical Colleges	Associate degrees	Not Available	21,696	Target: 21,957	TBD	TBD

Ready for Transfer, Ready for Work and Basic Skills Competency Gain

For the two-year sector, targets beyond the 2006-07 academic year are not yet available. SBCTC staff report plans to develop proposed targets for 2008-09 and 2010-11 by approximately November of this year.

The performance measure “ready for transfer” is defined by SBCTC as a student who has completed 45 college-level credits, including core courses with a minimum GPA of 2.0. The indicator “prepared for work” is defined “by professional/technical degrees and related certificates awarded, including achievement of industry skill standards.”²

The measure termed “basic skills” is defined as those students who “demonstrate substantive skill gain as a result of their adult basic education or English-as-a-second-language instruction based on standardized pre- and post-tests in reading, writing, mathematics or English language proficiency.” The state budget provides that performance targets for the three indicators described in this paragraph “shall be determined based on the per student funding level” and must increase performance.

The targets proposed by the SBCTC, if met and not exceeded, would increase degree production by 1.2 percent, increase the number of students ready for transfer by 2.1 percent, increase the number defined as “prepared for work” by 0.5 percent, and increase the number of students gaining basic skills by 4.1 percent over the baseline period. The baseline period is defined as the annual average for the preceding three years.

Baseline data and proposed targets for Community and Technical College system

Indicator	Baseline Average 2003-05	2006-07 Target	2008-09 Target	2010-11 Target
“Ready for Transfer”	17,436	17,800	TBD	TBD
“Prepared for Work”	23,394	23,500	TBD	TBD
Basis Skills Competency Gain	20,950	21,809	TBD	TBD

Six-year graduation³ rates for first-time, full-time freshman students

This definition for graduation rates is used in part to ensure data from Washington institutions are comparable to institutions elsewhere in the country, since this is a statistic reported nationwide. Washington ranks high on this measure in comparison with other states. Consequently, some of the institutions have chosen to concentrate efforts more heavily on other indicators, while committing to keeping this measure at or above the current level.

²“Performance Reporting Plan: 2005-07 Biennium Targets,” by Washington Community and Technical Colleges, approved by SBCTC December 2005.

³Graduation rate indicators are limited to the populations as defined. Undergraduate students who initially enroll with any status other than first-time full-time freshman or with an associate degree from a Washington community college are not included in either measure. The percentage of undergraduate students not included in either graduation rate is unknown.

Six-Year Graduation rate

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	70.4%	72.8%	74.5%	74.7%	75.0%
WSU	59.5%	61.2%	62.0%	63.2%	65.0%
CWU	48.0%	51.0%	49.1%	51.1%	53.0%
EWU	47.4%	46.0%	50.0%	50.0%	53.0%
TESC	52.2%	51.8%	54.5%	57.0%	54.0%
WWU	61.8%	61.6%	62.4%	62.8%	63.2%

Three-year graduation rates for transfer students with an associate degree from a Washington community college

This measure is not available for institutions in other states, but is valuable in tracking progress of students in a state that relies heavily on the two-plus-two approach to degrees, in which a large proportion of students attend a community college before transferring to a baccalaureate institution.

Three-Year Graduation rate (for students who transfer with an associate degree from a Washington Community College)

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	64.8%	73.2%	76.0%	76.0%	76.0%
WSU	58.6%	64.2%	63.5%	65.4%	66.0%
CWU	70.0%	74.2%	70.6%	72.3%	74.0%
EWU	57.4%	60.6%	61.0%	61.0%	64.0%
TESC	--	71.8%	72.3%	72.8%	73.3%
WWU	57.0%	60.8%	61.0%	61.4%	61.8%

Freshman Retention Rates

This indicator reflects the percentage of students enrolled in the fall term immediately following their freshman year of study. Again, several of the institutions that currently have high freshman retention rates have chosen to concentrate efforts more heavily on other indicators, while committing to keeping this measure at or above the current level.

Freshman retention

Institution	Annual Average 1998-02	Annual Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	89.7%	92.2%	92.0%	93.0%	93.3%
WSU	83.3%	84.5%	84.8%	84.8%	87.0%
CWU	74.6%	78.5%	76.3%	78.2%	80.0%
EWU	75.2%	75.5%	76.0%	76.0%	81.0%
TESC	71.5%	71.9%	72.9%	73.9%	75.0%
WWU	79.5%	83.9%	84.8%	85.0%	85.0%

Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

This indicator replaces the more complicated graduation efficiency index previously reported. Several institutions already have high efficiency rates, and thus are envisioning small marginal improvements.

Undergraduate Efficiency⁴ Indicator (Percentage of Bachelor's Degrees Awarded to Students Not Exceeding 125% of Credits Required)

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	89.4%	92.3%	92.5%	92.5%	92.5%
UW Seattle	91.4%	91.4%	91.9%	92.0%	92.1%
UW Tacoma	92.0%	93.0%	92.5%	92.5%	92.5%
WSU	92.4%	91.9%	92.0%	92.0%	95.0%
CWU	84.4%	85.8%	86.1%	86.6%	87.0%
EWU	--	79.8%	81.0%	81.0%	85.0%
TESC	98.6%	96.9%	97.0%	97.0%	97.0%
WWU	94.8%	94.9%	95.2%	95.6%	96.0%

⁴The efficiency indicator is limited to undergraduate students who earn a bachelor's degree. In addition, calculating the precise number of credits required for a degree can be more complex than might be assumed. For example, prospective teachers face some coursework requirements that are part of the certification requirements, rather than the bachelor's degree. Dual major and dual degree programs further complicate these calculations. There are also limits on the number of transfer credits that are accepted by baccalaureate institutions; since such "excess" credits are not monitored by the institutions because they do not transfer, some inaccuracies may occur in these data.



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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RESOLUTION NO. 06-41

WHEREAS, State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for the purpose of making “progress towards the achievement of long-term performance goals in higher education”; and

WHEREAS, State law further directs the board to annually review results achieved and to report each biennium on those results; and

WHEREAS, Washington’s public baccalaureate institutions, the State Board for Community and Technical Colleges and the Office of Financial Management worked collaboratively with the board to develop the new accountability framework and performance targets; and

WHEREAS, The board and the Office of Financial Management approved a revised set of performance measures and performance targets for public baccalaureate institutions and the community and technical college system as a whole in May, 2006; and

WHEREAS, The board believes it is important for state policymakers to understand and focus on results from a systemic perspective as part of any review of results achieved in higher education; and

WHEREAS, The board will publish separately a comprehensive accountability report that includes data collected for results at individual baccalaureate institutions, results on baccalaureate institution-specific performance measures, results for students receiving Pell grants, and data on a variety of relevant contextual factors; and


WHEREAS, The board expresses its appreciation to higher education institutions and the State Board for Community and Technical Colleges for their invaluable assistance gathering biographical information on students to help illustrate performance in the system of higher education;

NOW THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts *Accountability for Student Success in Washington Higher Education, Summary Report, December 2006*.

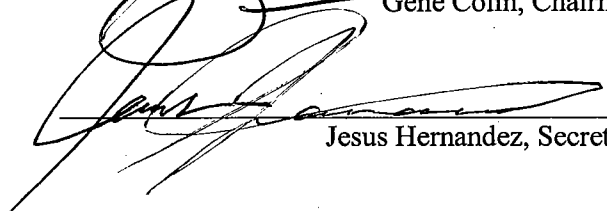
Adopted:

December 14, 2006

Attest:



Gene Colin, Chairman



Jesus Hernandez, Secretary

